CREATING AN INCLUSIVE SCIENCE CLASSROOM

Creating an Inclusive School

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PREFACE

Welcome to "*Creating an Inclusive Science Classroom- Creating an Inclusive School*" edited by Dr. Prasanth Mathew from P.K.M. College of Education, Madampam. In this book, we talk about how teachers can make science classrooms welcoming for everyone. We discuss things like changing lesson plans to fit everyone's needs and using teaching methods that respect different cultures. We want to thank Dr. Mathew and all the writers for their hard work. This book is meant to help teachers make their classrooms fair and supportive for all students. We hope it gives teachers useful ideas they can use right away.

CONTENT

SI No	UNIT
1.1 1.2 1.3	**1. EDUCATION AND CHILDREN WITH SPECIAL NEEDS** Definition, Concept and Importance of Inclusive Education Barriers to learning and participation Models of disabilities
2.1 2.2 2.3 2.4 2.5 2.6 2.7	**2. LEGAL AND POLICY PERSPECTIVES** Biwako Millenium Framework (BMF, 1993- 2012) United Nations Convention On The Rights Of Persons With Disabilities (UNCRPD, 2016) The Salamanca Statement On Principles, Policy And Practice In Special Needs Education In 1994 National Initiatives The National Trust For The Welfare Of Persons With Autism, Cerebral Palsy, Mental Retardation And Multiple Disabilities Act, 1999 Right To Education Act, 2009: National Policy For Persons With Disabilities, 2006 Department Of School Education Department Of Higher Education And Litaracy

	3. CURRENT ISSUES IN INCLUSIVE EDUCATION
3.1	Meaning of differentially abled and marginalized sections in India
3.2	Inclusion Of All Children With Diverse Needs In Existing Schools
3.3	Early Intervention What It Is and Why It Is Important
3.4	Placement In Inclusion
3.5	Devolopment of plus curriculum – coordination and utility of resources
3.6	Role of culture, family, peer group, teachers, administrators, and policy makers in inclusive education.
3.7	Multicultural education and multi- grade teaching in rural
	4. CLASSROOM FOR ALL AND SUPPORT NETWORK
4.1	Making Schools Inclusive
4.2	Technological Awareness and Its Application for the Different Disabilities
4.3	Psycho Therapy
4.4	Speech Therapy
4.5	Occupational Therapy

UNIT I : EDUCATION AND CHILDREN WITH SPECIAL NEEDS

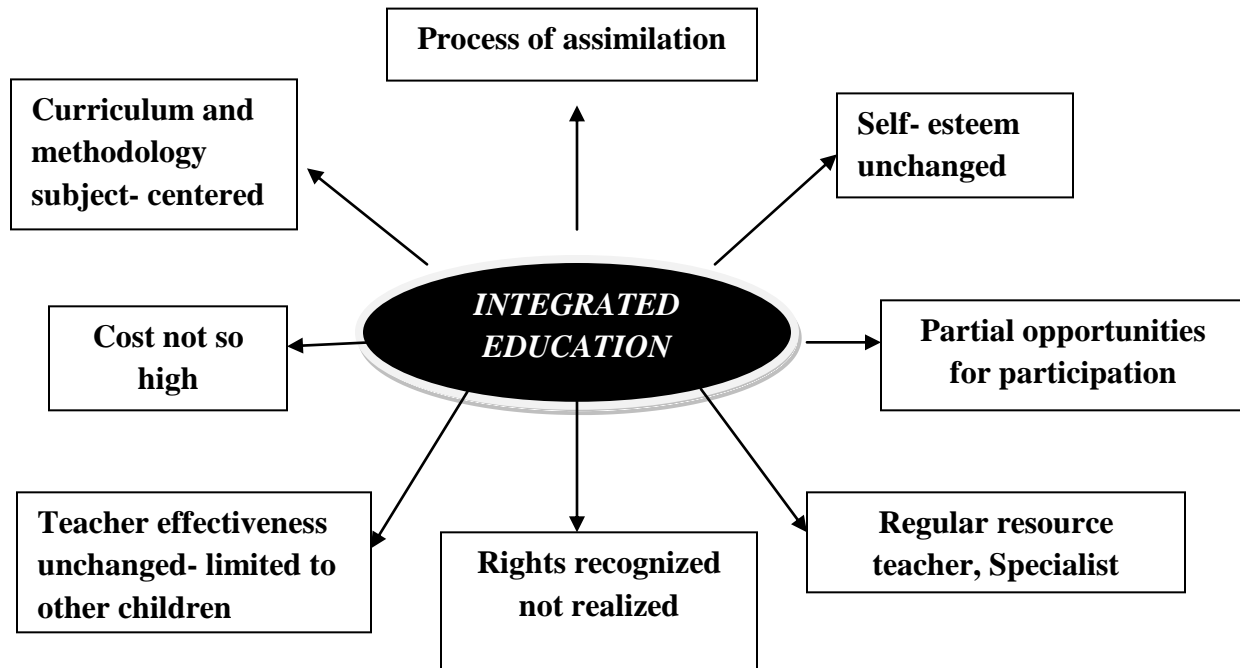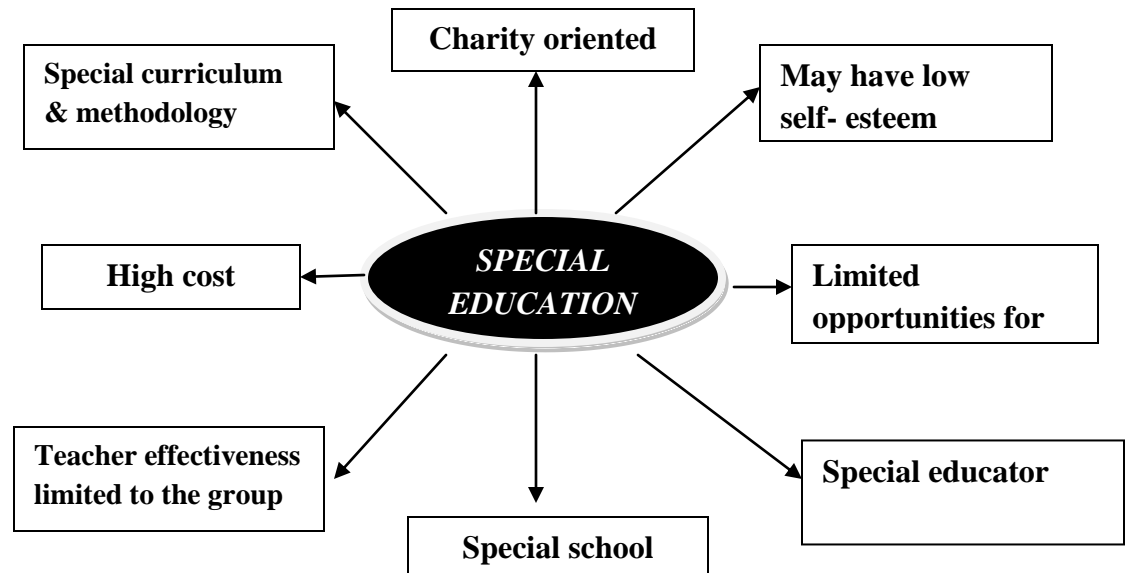**Definition, Concept and Importance of Inclusive Education**

> *Inclusive education* is sometime seen as a *political strategy* based on **democratic** and **human rights principles** that confronts all forms of discrimination as part of a concern to develop an **inclusive society** and to ensure that some students receive additional resources and are not ignored or neglected.

Inclusion is not an experiment to be tested but *a value to be followed*. All the children whether they are disabled or not, have the right to education as they are the future citizens of the country. This is possible only in *flexible educational system* that **assimilates** the needs of diverse range of learners and **adapts** itself to meet these needs. The concept of inclusion is about *school system changes to improve the educational system for all students.*
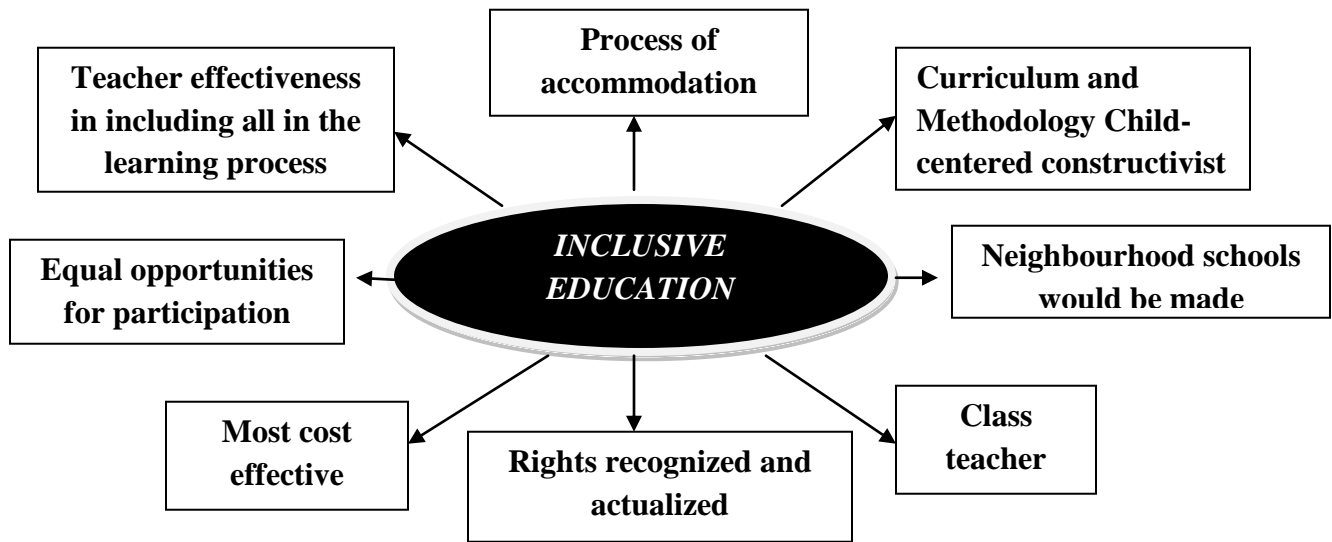
Importance of Inclusive Education

- **"Education for all in a school for all"**:
  Provides an inclusive school where all students are able to learn together, including previously excluded groups with the mainstream school system.
- **Togetherness**:
  Ensures that all students learn and participate in a common situation and a common milieu.
- **A human rights issue:**
  There is a shift in the outlook and the services from 'care of the disabled child' to 'human rights based approach'
- **Breaking Barriers:**
  Familiarity and tolerance reduces fear, prejudices and rejection.
- Teaching and learning is made more effective, relevant and fun for all.

Differences between special education, integrated education and inclusive education

Charity oriented

Special curriculum & methodology

May have low self- esteem

High cost

SPECIAL EDUCATION

Limited opportunities for

Teacher effectiveness limited to the group

Special school

Special educator

Process of assimilation

Curriculum and methodology subject- centered

Self- esteem unchanged

Cost not so high

INTEGRATED EDUCATION

Partial opportunities for participation

Teacher effectiveness unchanged- limited to other children

Rights recognized not realized

Regular resource teacher, Specialist

Barriers to learning and participation

While the practice of *inclusion places extra demands* on students and facility logistics, there are numerous benefits to all students, disabled and non – disabled. Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying disabilities. Perhaps most importantly inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs. Despite the benefits there are still barriers to the implementation of inclusive education.

- **Architectural Barrier:** In some districts, students with physical disabilities are expected to attend schools are that are inaccessible to them. The environmental barriers can include doors, passageways, stairs and ramps and recreational areas. These can create a barrier for some students to enter the school building or classroom.

- **Teaching- learning Barrier:** a rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. The insufficiency of various teaching and learning resources

like several specialized software would result in making the classroom a barrier environment.

- **Examination and Evaluation Barrier:** irrespective of the disabilities of the children, if a free or fair evaluation is not done it would then turn to be a barrier.
- **Attitudinal Barrier:** societal norms often are biggest barrier to inclusion. Old attitudes die hard, and many still resist accommodation of students with disabilities and learning issues, as well as those from the minority cultures. Prejudices against differences would lead to discrimination that would inhibit the educational process.

Concept of Neighborhood school

Neighborhood schools are obliged to grant admission to children from all sections of society living within specific districts. Such schools are to bring children from diverse social, economic and ethnic backgrounds together to help achieve larger desired objectives of integration and equity. The important point is that it facilitates children to stay with their family.

Education for all and right to education- In the context of Inclusive education

Education must be viewed as a facilitation in everyone's human development and functionality, regardless of barriers of any kind, physical or otherwise. Disability must never be a disqualifier. The ultimate goal of inclusive education is to end all forms of discrimination and foster social cohesion.

Article 26 of the Universal Declaration of Human Rights in particular adopted by the General Assembly of the United Nations on December 10, 1948 recognised that everyone has the right to education and that education shall be directed towards the full development of the human personality and towards the strengthening of respect for human rights and fundamental freedoms.

A significant landmark toward advancing inclusive education is the legally binding Convention on the Rights of Persons with Disabilities (CRPD), which was adopted by the United Nations in December 2006 and currently has 139 signatories. Article 24 not only

asserts that '…States parties shall ensure an inclusive education system at all levels and lifelong learning directed to the full development of human potential and sense of dignity and self- worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity,' but also ensures that 'effective individualized support measures are provided in environment that maximize academic and social development, consistent with the goal of full inclusion.

MODELS OF DISABILITIES

The shifting approaches to disability have translated into very diverse policies and practices. The various models of disability impose differing responsibilities on the States, in terms of actions to be taken, and they suggest significant changes in the way disability is understood. Law, policy, programmes, and rights instruments reflect two primary approaches or discourse: disability as an individual pathology and as a social pathology. Within this two overriding paradigms, the four identifiable formulations of disability are: **the charity model, the bio- centric model, the functional model,** and **the human rights model.**

The Charity Model

The charity approach gave rise to a model of custodial care, causing extreme isolation and marginalization of people with disabilities. Reflection of this practices can still be traced. As per the findings of the investigative project undertaken by the National Human Rights Commission of India between 1997- 99 confirmed that a large number of mental health institutions today are still being managed and administered on the custodial model of care.- characterized by prison like structures with high walls, watch towers, fence wards, and locked cells.

These institutions functioned like detention centers, where persons with mental illness were kept chained.

The Bio- centric Model

The contemporary bio-centric model of disability regards disability as a medical or genetic condition. The implication remains that disabled persons and their families should strive for "normalisation", through medical cures and miracles.

A critical analysis of the development of the charity and bio-centric models suggests that they have grown out of the "vested interests" of professionals and the elite to keep the disabled "not educable" or declare them mentally retarded (MR) children and keep them out of the mainstream school system, thus using the special schools as a "safety valve" for mainstream schools. Inclusive education offers an opportunity to restructure the entire school system, with particular reference to the curriculum, pedagogy, assessment, and above all the meaning of education.

Functional Model

In the functional model, entitlement to rights is differentiated according to judgments of individual incapacity and the extent to which a person is perceived as being independent to exercise his/her rights. For example, a child's right to education is dependent on whether or not the child can access the school and participate in the classroom, rather than the obligation being on the school system becoming accessible to children with disabilities.

The Human Rights Model

The human rights model positions disability as an important dimension of human culture and it affirms that all human beings are born with certain inalienable rights. The relevant concepts in this model are:

❖ **Diversity:** The principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition.

❖ **Breaking Down Barriers:** Policies that are ideologically based on the human rights model start by identifying barriers that restrict disabled persons' participation in society. This has shifted the focus in the way environments are arranged. In education, for example, where individuals were formerly labelled as not educable, the human rights model examines the accessibility of schools in terms of both physical access (i.e., ramps, etc.) and pedagogical strategies.

- ❖ **Equality and Non-Discrimination:** In international human rights law, equality is founded upon two complementary principles: non discrimination and reasonable differentiation. The doctrine of differentiation is of particular importance to persons with disabilities, some of who may require specialised services or support in order to be placed on a basis of equality with others. Differences of treatment between individuals are not discriminatory if they are based on "reasonable and objective justification". Moreover, equality not only implies preventing discrimination (for example, the protection of individuals against unfavorable treatment by introducing antidiscrimination laws), but goes far beyond, in remedying discrimination. In concrete terms, it means embracing the notion of positive rights, affirmative action, and reasonable accommodation.

- ❖ **Reasonable Accommodation:** It is important to recognise that reasonable accommodation is a means by which conditions for equal participation can be achieved, and it requires the burden of accommodation to be in proportion to the capacity of the entity.

- ❖ **Accessibility:** The United Nations Economic and Special Commission for Asia and the Pacific (UNESCAP) has defined **accessibility** as "the measure or condition of things and services that can readily be reached or used (at the physical, visual, auditory and/or cognitive levels) by people including those with disabilities" (Rioux and Mohit, 2005).

- ❖ **Equal Participation and Inclusion:** By focusing on the inherent dignity of the human being, the human rights model places the individual at centre stage, in all decisions affecting him/her. Thus, the human rights model, respects the autonomy and freedom of choice of the disabled, and also ensures that they, themselves, prioritize the criteria for support programmes. It requires that people with disabilities, and other individuals and institutions fundamental to society, are enabled to gain the capacity for the **free interaction and participation vital to an inclusive society.**

- ❖ **Private and Public Freedoms:** The human rights approach to disability on the one hand requires that the States play an active role in enhancing the level of access to public freedoms, and on the other requires that the enjoyment of rights

by persons with disabilities is not hampered by third-party actors in the private sphere. Educational institutions and industry, both in the public and private sectors, should ensure **equitable** treatment to persons with disabilities.

UNIT II: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations

INTRODUCTION

The United Nations is the agency that best attempts to embody the goals and ideals of the majority of countries across the globe. Due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum for its 193 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees

For the past 40 years, the UN has a disjointed history of recommending inclusive education. In 1970, the **United Nations Educational, Scientific and Cultural Organization** (UNESCO) recommended "inclusive education as a cheap alternative" to other special education programs, specifically for developing countries. About ten years later, the UN made 1981 the UN year of the Disabled Person. Paragraph 120 of the World Program of Action discusses *inclusive education*. Action stipulates that education should, as far as possible, be provided within the ordinary school system, without any descrimination against handicapped children or adults.

Although the World Program of Action was written for all countries, much of what it says applies to India. Inorder to provide a time frame during which Governments and organizations could implement the activities recommended in the World Programme of Action, the General Assembly proclaimed 1983-1992 the United Nations Decade of Disabled Persons. Obviously this brought lots of attention to the disabled community; however, this decade was not just about special education, but all aspects of a person with a disability's life.

The Framework for Action discusses the needs to change education systems from systems of segregation and separation to systems of inclusion. Emphasis is placed on using existing infrastructure and knowledge, especially around already-existing special schools and resource centers, and using them to help create and maintain an inclusive system of education.

The Framework for Action lists several basic and important changes that are required to make an education system inclusive. They include:

- Changing curriculum, buildings, school buildings, pedagogy, assessment procedures, staffing, school ethos and extracurricular activities. Other areas of priority:

- Education of girls with disabilities

India signed the Salamanca Statement at the conference in 1994. Although the 1994 **Conference in Salamanca** was solely about inclusive education, surprisingly, the 2000 Education for All conference and declaration in Dakar did not touch on people with disabilities or inclusion. Despite the conference, the turn of a new millennium brought positive changes for people with disabilities. On December 13th, 2006, **The Convention on the Rights of Persons with Disabilities (UNCRPD)** and its Optional Protocol was adopted at the UN headquarters in New York. The following March, the UNCRPD and Optional Protocol were open for signatures and ratifications, and this particular convention had "the highest number of signatories in history to a UN Convention on its opening day.

BIWAKO MILLENIUM FRAMEWORK (BMF, 1993- 2012)

As per estimations there are about 600 million people with disabilities in the world, 400 million live in Asian and Pacific region and over 40 percent of them live in poverty. More often than not they are the poorest of the poor. Living conditions of persons with disabilities continue to be largely desperate. They are deprived of human rights enjoyed by other persons. Governments in the **Asian and Pacific region** declared an extension for the welfare of differently challenged people during 1993- 2002. It was extended further from 2003- 2012. High level intergovernmental meetings were organized at **Otsu, Shiga, Japan in October 2002.**

A two- day meet was held on October 9 and 10, 2003 at **Delhi's India Habitat Centre,** which became part of Biwako Millenium Framework. The idea was to bring the leading NGO's, self- help groups, experts and various related ministers under one roof for discussing the rights of disabled people in India. Biwako Millenium Framework was first held in Japan. India's participation is necessary as the country is a signatory member

of the framework. India's disabled population is 70 million, which is a huge portion of Asia Pacific's 400 million disabled people.

GOALS OF BMF

- The focus of new decade is to implement the paradigm shift from *a charity based shift to human right based approach.*
- Promote an *inclusive, barrier- free and right- based society.*

CONTENT

- **Preamble**
- **Principles and policy directions of the Biwako Millenium Framework for action**
  - Equal oppurtunities and treatment of persons with disabilities in all aspects.
  - Include disability dimension in all new and existing laws, policies, plans, programmes and schemes.
  - Establish or strengthen national coordination committees on disability which will coordinate the implementation andmonitoring of the policies concerning disability
  - Support the development of person with disabilities and organizations and include them in the national policy decision.
  - Ensure that disabled persons be an integral part of efforts to achieve the millennium development goals
  - Strengthen national capacity in data collection and analysis concerning disability statistics to support policy formulation and programme implementation
  - Adopt a policy of national intervention in all multisectoral areas, including education, health and rehabilitation, social services for children with disabilities from birth to four years
  - Adopt the concept of universal and inclusive design for all citizens.
- **Priority areas for action**
- **Targets and action in the priority areas**

- Self- help organizations of persons with disabilities and related family and parent associations
- Women with disabilities
- Early detection, early intervention and early education
- Training and employment, self- employment
- Access to built environment and public transport
- Access to information and communications, including information, communication and assistive technologies
- Poverty alleviation through capacity building, social security and sustainable livelihood programmes

- **Strategies to achieve the targets of the Biwako MilleniumFramework for action**
  - National plan of action(five years) on disability
  - Promotion of right- based approach to disability issues
  - Disability statistics/ common definition of disabilities for planning
  - Strengthened community- based approaches to the prevention of causes of disability rehabilitation and empowerment of persons with disabilities.

- **Cooperation and support in pursuance of the Biwako Millenium Framework for action**
  - Sub regional collaboration and cooperation
  - Regional collaboration and cooperation

- **Monitoring and review**

UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD, 2016)

PURPOSE

An international Human rights treaty of the United Nations to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or

sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The Convention has served as major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights.it is also the only UN human rights instryment with an explicit sustainable development. The Convention was the first human rights treaty of the third millennium.

GENERAL PRINCIPLES

The principles of the present Convention shall be:

(*a*) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

(*b*) Non-discrimination;

(*c*) Full and effective participation and inclusion in society;

(*d*) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

(*e*) Equality of opportunity;

(*f*) Accessibility;

(*g*) Equality between men and women;

(*h*) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The Convention states that persons with disabilities should have access to the following rights:

Equality and non-discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Women with disabilities

1. States Parties recognize that women and girls with disabilities are subject to multiple descrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.

2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

3. States Parties shall ensure that children with disabilities have the right to express their views freely.

Awareness-raising

(*a*) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;

(*b*) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;

(*c*) To promote awareness of the capabilities and contributions of persons with disabilities.

Accessibility

(*a*) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

(*b*) Information, communications and other services, including electronic services and emergency services.

Education

- ❖ The full development of human potential and sense of dignity and self worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

- ❖ The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

- ❖ Enabling persons with disabilities to participate effectively in a free society. In realizing this right, States parties shall ensure that:

- ❖ Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary and secondary education on the basis of disability;

- ❖ Persons with disabilities can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live;

- ❖ Reasonable accommodation of the individual's requirements is provided;

- ❖ Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

- ❖ Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

- ❖ Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

- ❖ Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

- ❖ Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf/ blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

THE SALAMANCA STATEMENT ON PRINCIPLES, POLICY AND PRACTICE IN SPECIAL NEEDS EDUCATION IN 1994

This **Framework for Action on Special Needs Education** was adopted by the World Conference on Special Needs Education organized by the Government of Spain in co-operation with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose is to inform policy and guide action by governments, international organizations, national aid agencies, non- governmental organizations and other bodies in implementing the **Salamanca Statement on Principles, Policy and Practice in Special Needs Education.**

The **Framework** draws extensively upon the national experience of the participating countries as well as upon resolutions, recommendations and publications of the United Nations system and other intergovernmental organizations, especially the **Standard Rules on the Equalization of Opportunities for Persons with Disabilities**. It also takes account of the proposals, guidelines and recommendations arising from the five regional seminars held to prepare the World Conference.

The right of every child to an education is proclaimed in the **Universal Declaration of Human Rights** and was forcefully reaffirmed by the **World Declaration on Education for All.**

THE SALAMANCA STATEMENT

Every person with a disability has a right to express their wishes with regard to their education. Parents have an inherent right to be consulted on the form of education best suited to the needs, circumstances and aspirations of their children.

GUIDING PRINCIPLE

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

CHALLENGE

The challenge confronting the inclusive school is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities.

MERIT

The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes , in creating welcoming communities and in developing an inclusive framework for action of society. This **Frame work for Action** comprises the following sections:

I.   **New thinking in special needs education**.

II.   **Guidelines for action at the national level**

A. Policy and organization

B. School factors

C. Recruitment and training of educational personnel

D. External support services

E. Priority areas

F. Community perspectives

G. Resource requirements

III. Guidelines for action at the regional and international level

NATIONAL INITIATIVES

As part of establishing various programmes for the differently abled people, in and around the world, India too has marked its presence in adopting an offshoot of those international initiatives. In accordance with that, Indian Parliament enacted several acts for the betterment and acceptance of the disabled people. They are as follows:

REHABILITATION COUNCIL OF INDIA ACT –RCI

The RCI is the apex government body set up under an act of Parliament to regulate training programmes and courses targeted at disabled, disadvantaged and special education requirement communities. The Rehabilitation Council of India Act was set up as a registered society in 1986. On September 1992, the RCI Act was enacted by

Parliament and it became a statutory body on 22nd June 1993. It was amended by Parliament in 2000 to make it more broad based.

Aims:

- The mandate given to RCI Act is to regulate and monitor services given to persons with disability.
- To standardize syllabi and maintain a central Rehabilitation Register of all qualified professionals and personal working in the field of rehabilitation and special education.
- The Act also prescribes punitive action against unqualified persons delivering services to persons with disabilities.

Objectives:

- To regulate the training policies and programmes in the field of rehabilitation of persons with disability.
- To bring about standardization of training courses for professionals dealing with persons with disabilities.
- To prescribe minimum standards of education and training of various categories of professionals or personnel dealing with people with disabilities.
- To regulate these standards in all training institutions uniformly throughout the country.
- To encourage continuing education in the field of rehabilitation special education by way of collaborations with organizations working in the field of disability.

PERSONS WITH DISABILITIES ACT, 1995

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was enacted in 1995(the Fourty Six year of Republic). It proclaims the full participation and equality of people with disabilities in the Asian and Pacific region. This act extends to the whole of India except the state of Jammu Kashmir.

By this Act, the term 'Disability' include: blindness, low-vision, leprosy-cured, hearing impairment, loco motor disability, mental retardation and mental illness. There are two major committees working under this Act: 1. Central Coordination Committee and 2. State Coordination Committee, for exercising the powers conferred upon and performing the functions assigned to.

The whole Act is divided into fourteen chapters in which the concept of INCLUSIVE SCHOOL can be trace out in *Education* (Chapter V), *Affirmative Action* (Chapter VII), and *Institutions for Persons with Severe Disabilities* (Chapter XI).

Chapter V: Education

- ❖ The appropriate Government and local authorities shall
    1. Ensure that every child with a disability has **access** to free education in an appropriate environment till he attains the age of eighteen years.
    2. Promote 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.
    3. Endeavour **to equip** the special schools for children with disabilities with vocational training facilities.
- ❖ The appropriate Government and local authorities shall by notification make schemes for:
    1. Conducting part-time classes in respect of children with disabilities who having completed education upto class fifth and could not continue their studies on a whole time basis.
    2. Conducting special class time for providing functional literacy for children in the age group of sixteen and above.
    3. Conducting class and discussion through interactive electronic or other media.
    4. Providing every child with disability free of cost special books and equipments needed for his education.

Chapter VII: Affirmative Action

❖ The appropriate Governments shall by notification make schemes to provide aids and appliances to person with disabilities:

1. Establishment of special schools
2. Setting up of special recreation centers

Chapter XI: Institution for Persons with Severe Disabilities

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

1. Where the rehabilitation of the persons with severe disabilities can be effectively taken place.As a whole, it can be penned that, this act has an immense power to bring light to the differently abled people for putting them into the main stream of the society.
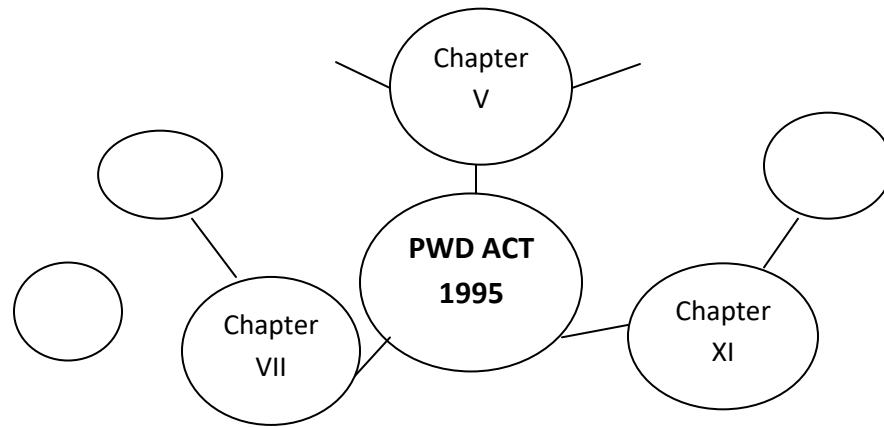
THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999

National Trust

The National Trust is a body constituted at the national level for the welfare of certain categories of persons. The National Trust is a body corporate with power to acquire, hold and dispose property both movable and immovable. The Trust has a Board, a Chief

Executive Officer and other staff. The Trust also has the power to set up committees at the local level for the purpose of appointing guardians for persons with disabilities. The National Trust Act applies to persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was passed by Parliament in 1999. It extends to the whole of India except the State of Jammu & Kashmir. This act covers the following disability areas and is defined by the National Trust as follows:

- "Autism means a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behavior."

- "Cerebral Palsy means a group of non-progressive condition of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, perinatal or infant period of development."

- "Multiple disabilities means a combination of two or more disabilities as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,

- "Severe Disability means disability with eighty percent or more of one or more multiple disabilities.

Objectives of the Trust:

- To enable and empower persons with disability (persons covered by the National Trust) 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 disabilities to live within their own families and to help persons with disabilities who have no family support.

- To extend support to registered organizations' that provide need-based services to family of persons with disabilities.

- To promote measures of care for persons with disabilities in the event of a death of their parent or guardian.

- To evolve procedure for the appointment of guardians and trustees for persons with disability requiring protection. To facilitate the realization of equal opportunities, protection of right, and full participation of persons with disability.

- To do any other act which is incidental to the objectives mentioned above.

Powers and Duties of the Board

- The Board shall receive funds from the Central Government in each financial year, which may be considered necessary; to provide financial assistance to registered organizations for carrying out "approved programs."

- Approved programs means:

   o Any program which promotes independent living in the community for persons with a disability by creating a conducive environment, or by counseling and training of family members, or by setting up adult training units, individual or group homes.

   o Any program which promotes respite care, foster family care or day care service for persons with disability.

   o Setting up of residential hostels and residential homes for persons with disability.

   o Development of self-help groups for persons with disability that pursue the realization of their rights.

   o Setting up local committee to grant approval for guardianship.

   o Other programs which promote the objective of the Trust.

- Regarding allocations for funds for programs, preference shall be given to women with disability, or to persons with severe disability and to senior citizens with disability (i.e. person above the age of 65 years).

Guardianship

- A parent of a person with a disability or his or her relative may make an application to the local level committee to appoint any person of choice to act as a guardian of the person with disability.

- Any registered organization may make an application to the local committee for appointment of guardian for a person with disability.

- The local committee will decide whether the person with disability needs a guardian and the purpose for guardianship.

- The appointed person or people as guardian would have to either care for the person with disability and his property or be responsible for the maintenance of the person with disability.

- Every person appointed as a guardian of a person with disability, within a period of six months from the date of his appointment, will deliver to the authority that appointed him-

    o   An inventory of immovable property.

    o   All assets and other moveable property received on behalf of the person with disability.

    o   And a statement of all claims and liabilities due by the person with disability.

- Every guardian will also provide to the appropriate authority within a period of three months at the close of every financial year-

    o   An account of the property and assets in his charge.

- The sums received and disbursed on account of the person with disability and the balance remaining.

- A parent, relative of a person with disability or registered organization may apply to the committee for the removal of guardian if they find that-

    - The guardian is abusing or neglecting a person with a disability.

    - Or misappropriating or neglecting the property.

Local Level Committees

The Board will have to constitute Local Level Committees for different areas comprising of District Magistrate or the District Commissioner along with one representative from a registered organization and a person with disability for a period of three years to act as a Local Level Committee. These Local Level Committees have to meet at least once in three months.

Appointment of Guardians for Persons with Disability

A parent or relative of a person with disability may apply to the Local Level Committee for appointment of a guardian/or a person with disability. A registered organisation can also make such an application with consent of the natural guardian of the disabled person. The Local Level Committee will examine whether the person with disability needs a guardian and for what purpose and also lay down the duties of the guardian. The guardian will be responsible for the maintenance of the person with disability. The guardian will also submit to the Local Level Committee inventory and annual accounts of the property and assets, claims and liabilities in respect of such person with disability. A guardian so appointed can be removed for negligence or for misappropriating the property of the person with disability.

RIGHT TO EDUCATION ACT, 2009:

Right to Education Act stands for a mode of education which supports equal education to each and every child without any sort of discrimination with respect to their gender, cast, creed, race, colour, ability and disability. It clearly indicates free and compulsory elementary education for all children of the group of 6 to 14 years.

Provisions for inclusive education in Right to Education Act 2009

- The appropriate Government and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years.
- Endeavour to promote the integration of students with disabilities in the normal schools.
- 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 live in any part of the country has access to such schools.
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

Barriers and Solutions:

- Infrastructure that could have been made barrier free for all children with disabilities has been narrowed down to the ramp and the rail.
- The commitment to make basic facilities like toilets and drinking water facilities or midday meals.
- School management committees are being trained but training modules do not include the requirements of this child.
- Curriculums that have the power to enrich the child for life have become whittled down to "adaptations to be made for specific impairment groups". There are little discussions on the aims of education and the heterogeneity of pedagogies that can be used.

The Tenth Five Year Plan (2002–2007): It aimed to provide Universal Elementary Education by the end of the Plan. It also aimed to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adoption of child-centred practices are focused on groups like girls, Scheduled Castes and Scheduled Tribes, working children, children with

disability, urban deprived children, children from minority groups, children below the poverty line, migratory children and in the hardest-to-reach groups.

Recommendations of the Indian Education Commission

The constitution of India and the educational policies envisaged in post independent reflect a perseverance and commitment to the fulfillment of **UEE**. The Constitution that free and compulsory education should be provided for all children until complete the age of 14 years

The education commission in India [Kothari commission] addressed issues of access of participation by all. It stressed a common school system open to all children irrespective of cast, creed, community, religion, economic condition and social status. In 1968, the national policy followed the commission's recommendations and suggested the expansion of educational policies for physically and mentally handicapped children, and the development of an [integrated programme] enabling handicapped children to study in regular schools

Common school system

With a view to provide education of equitable quality to all children, it is likely that in future common school system, in place of multilayer school system, is introduced. A beginning in this direction has been made with the 86th amendment to the constitution which has granted Right to education vide Article 21[A] to the children. Under the common school system children of varied backgrounds from the neighbourhood locality will **attend the same school and will receive education of the same locality.** Ensuring **high quality of education** in each neighbourhood school will be a challenge for its teachers and administrators which would need special orientation and preparation of the teachers to understand the varied context, needs and aspiration of students and satisfy the same to the best of their ability through **reformulation of curriculum, syllabus and textbooks remodeling of teaching strategies and methodologies** to suit this situation.

The National Policy on Education [NPE] is a policy formulated by the government of India to promote education amongst India's peoples. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

In 1961, the Union government formed the National Council of Educational Research and Training [NCERT] as an autonomous organization that would advise both the Union and state government of formulating and implementing education policies

Recent Developments

- District Primary Education Programme [DPEP]
- Sarva Shiksha Abhiyan [SSA]/Right To Education[RTE]
- National Programme for Education of Girls at Elementary Level [NPEGEL]
- Rashtriya Madhyamik Shiksha Abiyan [RMSA] for development of secondary education, launched in 2009
- Inclusive Education for the Disabled at Secondary Stage[IEDSS]
- Saakshar Bharath / Adult Education
- Rashtriya Uchatar Shiksha Abhiyan [RUSA] For higher education, launched in 2013
- National Policy on education 2016.

According to the National Policy on Education 1968 the government of India had formulated certain **principles** to promote the development of education in the country:

❖ **Status, Emoluments and education of teachers**

Teachers must, there for, be accorded and honoured place in society. There emoluments and other service conditions should be adequate and satisfactory having regard to there qualifications and responsibilities

❖ **Equalisation of educational Opportunuties**

To promote social cohesion and national integration the common school system as recommended by the education commission should be adopted. Efforts should be made to improve the standard of education in general schools. All special schools like public schools should be required to admit students on the basis of merits and also provide a prescribed proportion of free student ships to prevent segregation of social classes.

Educational facilities for the physically and mentally handicaped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

The National Policy on Education, 1986 (NPE, 1986), and the **Programme of Action (1992)** stresses the need for integrating children with disability with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal

partners, to prepare them for normal growth and to enable them to face life with courage and confidence".

NATIONAL POLICY FOR PERSONS WITH DISABILITIES, 2006

The government of India formulated the national policies for persons with disabilities in February 2006 which deals with physical, educational and economic rehabilitation of persons with disabilities . In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

FOCUS OF THE POLICY

- **Prevention of Disabilities:** It calls for programme for prevention of diseases , which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded .
- **Rehabilitation Measures**
  - Physical Rehabilitation
  - Educational Rehabilitation including Vocational Education
  - Economic Rehabilitation for a Dignified Lifestyle
- **Women with Disabilities**

  Its recquired protection against exploitation and abuse special programmes will be develop for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs .

- **Children with Disabilities**
    - Ensure right to care , protection and security for children with disabilities
    - Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights,enjoy equal opportunities and full participation in accordance with various statutes.
    - Ensure inclusion and effective access to education ,health ,vocational training along with specialized rehabilitation services to children with disabilities.
    - Ensure the right to development as well as recognition of special needs and care, ant protection of children with severe disabilities.

- **Barrier- free Environment**

    The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance.

- **Issue of Disability Certificates**

    The government will ensure that the person with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures.

- **Social Security**

    Central government has been providing   tax relief to persons with disabilities and their guardians. The state Government/U. T. Administration have been providing unemployment allowance or disability person. The state Government will be encouraged to develop a comprehensive social security policy for person with disabilities.

- **Promotion of Non- Governmental Organizations**

    The national policy recognizes the NGO sector is very important institutional mechanism to provide affordable services to complement the endeavors of the

government. The NGOs sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with disabilities. Some of the NGOs are also undertaking human resources development and research activities. Government has also been actively involving them in policy formulation, Planning. Implementation, monitoring and has been seeking their advice on various issues relating to person with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning policy formulation and implementation networking exchange of information and sharing of good practices amongst NGOs will be engaged and facilitated. Steps will be taken to encouraged and accord preference to NGOs working in the undeserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

- **Collection of regular information on Persons with Disabilities**

The National sample survey organization has been collecting information on socio-economic conditions of person with disabilities on regular basis once in ten years since 1981

- **Research**

For improving the quality of life of persons with disabilities ,research will be supported on their socio-economic and cultural context ,cause of disabilities early childhood education methodologies ,development of user-friendly aids and appliance and all matters connected with disabilities which will significantly after the quality of their life and civil society's ability to respond to their concerns .Wherever persons with disabilities are subjected to research interventions, their family member or caregiver's consent is mandatory.

- **Sports, Recreation and Culture**

The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities.

Integrated Education for Disabled Children (IEDC)

In the 1970s, the government launched the Centrally Sponsored Scheme of IEDC. The scheme aimed to provide educational opportunities to learners with disability in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent

financial assistance is provided for setting up resource centres, surveys and assessment of children with disability, purchase and production of instruction materials and training and orientation of teachers. The scheme is currently being revised to reflect the paradigm shift towards inclusive education.

Project Integrated Education for the Disabled (PIED, 1987)

The first pilot project on integrated education in India came in the form of the Project Integrated Education for the Disabled (PIED). The PIED, launched in 1987, was a joint venture of the MHRD and the UNICEF. It was to strengthen the implementation of the IEDC scheme. This project was implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation and Baroda Municipal Corporation. In these ten blocks, 5,800 children with special needs were integrated in regular schools [Puri at al: 2004; 20]. The project envisaged coverage of children with all disabilities including the mentally and physically handicapped.

The broad outlines of the project were:

(1) Composite area approach for planning and management of educational facilities for children with disabilities;

(2) Utilization of the general education infrastructure through training and support from multi-category trained resource teachers;

(3) Utilization of available structures from other sectors like health, welfare, women and child development to support rehabilitation aspects;

(4) Provision of special teaching learning aids and equipment based on functional assessment;

(5) Mobilization of parents and community support; and

(6) Continuous monitoring of progress of the children in the project area. The NCERT was the implementing agency for this project.

District Primary Education Program (DPEP, 1994)

The success of PIED led to the inclusion of the component of Integrated Education of the Disabled (IED) in DPEP. It aimed at reducing the overall dropout rates of all students enrolled in primary classes, to raise their achievement levels and to provide primary education for all children, including children with disabilities [Puri at al: 2004;20]. In the light of Universalization of Elementary Education, DPEP focused on difficult aspects of access, school effectiveness, alternative schooling, teachers' competence, improved teaching, learning material, and streamlining of planning and management in respect of both routine and innovative areas.

The Sarva Shiksha Abhiyan was launched to achieve the goal of Universalisation of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability–

☐ Early detection and identification

☐ Functional and formal assessment

☐ Educational placement

☐ Aids and appliances

☐ Support services

☐ Teacher training

☐ Resource support

☐ Individual Educational Plan (IEP)

☐ Parental training and community mobilisation

☐ Planning and management

☐ Strengthening of special schools

☐ Removal of architectural barriers

☐ Research

☐ Monitoring and evaluation

☐ Girls with disability.

Comprehensive Action Plan

In order to provide education through mainstream schools to children with disabilities in accordance with the provisions of the Persons with Disabilities Act, 1995, a Comprehensive Action Plan for including children and youth with disabilities has been formulated. The different sectors to be covered in the plan are

(1) Early Childhood Care and Education (2) Elementary Education

(3) Secondary Education (4) Higher and Technical Education

(5) Vocational Education.

The Plan will be implemented through various departments at the Central and State level agencies, NGOs, Parents groups etc.

Centrally sponsored scheme for integrated education for the disabled children, 1974

Poverty and disability have a cause and effect relationship with each other, one thing leading to another. Poverty-disability combination results in a condition of "simultaneous deprivation". So unless and until the people with special needs are provided with education, they would not be able to gain financial independence and the real kind of rehabilitation would not take place.

This is a Centrally Sponsored Scheme and was launched in 1974 by the then Department of Social Welfare. The Scheme has however been transferred to the Department of Education since 1982. Under the scheme, handicapped children are sought to be integrated in the normal school system. Hundred percent assistance is provided to the States/UTs for education of the children suffering from certain mild handicaps in common schools with the help of necessary aids, incentives and specially trained teachers.

Components of the scheme

Identification and assessment of children with disabilities

Provision of aids

Access to learning material

The use of ICT

Development of teaching learning material

Removal of architectural barriers

The education commission of 1966(Kothari commission) drew attention to the education of children with disabilities .In 1974 for the first time, the necessity of integrated education was explicitly emphasized under the scheme for integrated Education for Disabled Children (IEDC).In pursuit of the goal of providing basic education for all , the National Policy on Education (1986) and its follow-up actions have been major landmarks. The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in motion in the country. The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disablities.The enactment of the People with Disability Act in 1995 provided legislative supports

Scheme for Inclusive Education for the Disabled Children (IEDC, 2000)

It is the implementation of the policy and process that allows all children participate in all programs. 'Policy' means that disabled children should be accepted without any restrictions in all the educational programs meant for other children. It denotes equality, and accepts every child with his own unique capabilities. This principle must be accepted by all the international and national and local programs.

The process of inclusion denotes the ways in which the system makes itself welcoming to all. In terms of inclusion of disabled children, it means the shift in services from care of the disabled child to his education and personal development. Inclusive education goes one step further by defining these children as children with special needs who need special attention rather than children who are impaired or handicapped. Inclusive education is nothing but making the programme for disabled children as an integral part of the general educational system rather than a system within general education

Objectives of policies on IEDC

* The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties .

*The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.

*The training programs for the teachers have to include the education of disabled children.

*All children have access to general education system to expand the coverage to reach the unreached population

The scope of the scheme includes pre-school training for the disabled children and counseling for the parents. This would be an activity preparatory to the child coming to the regular school system. It would include among other things, special training for the hearing handicapped children, mobility orientation training for the visually handicapped, daily living and communication skills training required by children with other disabilities , parent counseling and training in home management of these children.

Scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS, 2009)
Overview

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and replaces the earlier scheme of Integrated Education for Disabled Children (IEDC). The aim of this scheme is to enable all students with disabilities to pursue four years of secondary education in an inclusive and enabling environment, after completing eight years of elementary schooling. The scheme will cover all children of age 14 + passing out of elementary, schools and studying in secondary stage in Government, local body and Government- aided schools, with one or more disabilities as defined under the Persons with Disabilities Act(1995)and the National Trust Act (1999)in the age group 14 + to 18 +(classes IX to XII)namely.

Aims & Objectives
The Centrally Sponsored IEDSS Scheme aims to:
☐ Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment

☐ Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

☐ Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that:

☐ Every child with disability will be identified at the secondary level and his educational need assessed.

☐ Every student in need of aids and appliances, assistive devices, will be provided the same

☐ All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.

☐ Each student with disability will be supplied learning material as per his/ her requirement

☐ All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.

☐ Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.

The Following Types of Disabled Children are Covered under These Schemes

☐☐Children with locomotors handicaps

☐☐mildly and moderately hearing impaired

☐☐Partially sighted children

☐☐Handicapped -educable group

☐☐Children with multiple handicaps

☐☐Children with learning disabilities

Role and functions of Block and Cluster Resource Centers in the context of SSA goals

Sarva Shiksha Abhiyan is a flagship programme of Government of India aimed at universalization of elementary education for the children in 6-14 age groups. It is implemented by the Central Government in partnership with the state governments through a district level decentralized management framework involving local bodies.

To bring about qualitative improvement in education under SSA, various interventions have been made such as in- **Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs)** were established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in **community mobilization activities**.

The major academic roles of BRCs/URCs & CRCs as outlined in the Framework for Implementation of SSA (2008) are:

(a) Development of the centre as a rich academic resource with ample reference materials for the teachers.

(b) Development of strong human resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary level.

(c) Regular school visits for addressing emerging pedagogic issues and issues related to school development.

(d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.

(e) Setting up of performance indicators to track and enhance school performance.

(f) Consultation with community members and Panchayati Raj Institutions to strive for school improvement.

(g) Designing a Quality Improvement Plan for the block/cluster as per the SSA goals and strive to achieve that in a time bound manner.

(h) Monitoring the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

At present 6472 BRCs and 69,268 CRCs are operational in the country. In each block there are several CRCs and each CRC covers a small number of schools within easy reach. BRCs are headed by Block Resource Centre Co-coordinators and CRCs by Cluster Resource Centre Co-coordinators. The BRC Co-coordinator is academic cocoordinator / facilitator at block level who is responsible for in-service training of teachers and providing guidance to the CRC Co-coordinators. They also organize training programmes for members of Village Education Committees (VEC) and School Development and Monitoring Committees (SDMCs).

BRC coordinators also collect material from the District Project Office for distribution among the teachers, SDMCs etc. through CRCs and provide continuous support to teachers while monitoring implementation of pedagogical and other interventions at school level.

The tasks of CRC coordinators include providing constant support to the teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centers and liasing with the SDMCs, the community and NGOs working in the area of education. Monthly meetings at cluster level are held and periodic visits to schools are made by CRC Coordinators to monitor teachers' performance and to provide them on–site support.

In a nutshell, role of BRC/CRC is a mixed set of academic, supervisory, managerial, networking and creative activities; it goes beyond routine monitoring and supervision work as it encompasses providing support to schools and teachers through teacher training and teacher mentoring for their professional growth, strengthening community school linkage, providing resource support and carrying out action research. In addition administrators in the system depend on them for multifarious administrative activities as they are easily available work force.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

According to Census 2011, there are more than 7.8 million children with disabilities, constituting approximately 2 per cent of the total child population are in the 10+ age group.

- MHRD formally known as ministry of education(until 25 September 1985)

- It responsible for the development of human resource in India

- It divided into two departments

DEPARTMENT OF SCHOOL EDUCATION   DEPARTMENT OF HIGHER EDUCATION

AND LITARACY

Primary, secondary and higher secondary   University education

Education   Technical education

Adult education and literacy   Scholarships

- The ministry headed by the cabinet ranked minister of human resource development

Department of school education and literacy

- Development of school education and literacy in the country

- Main aim is to the universalization of education and cultivation of higher standards for citizenship among youth

- Makes English, Science and Mathematics compulsory since standard 1

Department of higher education

- Focuses on post secondary education

- Empowered to grant deemed university status to educational institutions

- It take care of one of the largest higher education systems of the world

- The department is engaged in bringing world class opportunities of higher education and research

Main objectives of the MHRD

- Formulating the National Policy on Education

- Encouraging international cooperation in the field of education

- Paying special attention to disadvantaged groups like the poor, females and the minorities

The Ministry of Women and Child Development engaged with children to incorporate their voices in the NPAC 2016. The following issues were raised by children during various consultations held:

- Need information regarding different schemes and programmes for children.
- Need information regarding their own health, growth and development and on specific issues like trafficking, violence, abuse.
- Need information regarding disasters, everyday hazards and risks and safety measures.
- Need to use various forms of interactive media to increase awareness.
- Safe and adequate spaces for play, sports and recreation for both boys and girls, adequate sports facilities in schools.
- Girls &boys should be taught self defence.
- Child-friendly and free transport system: special buses for children during school hours.
- Greater outreach of quality education, age-appropriate vocational training and medical services for all children.
- Tracing missing children should also be a priority, special camps should be made for these groups.
- Disability certificates should be easily available.
- More institutions required for children with disabilities with adequately trained staff.
- Vocational and technical training and career counseling for adolescents which will ensure their employability.
- Children in the age group of 15-18 in all CCIs to be linked to vocational courses so they have a source of income & good standard of living after 18 years.
- Guardianship and family care for each child without a family.
- Parents and teachers need to be oriented to listen to children and take their views seriously.

- Spaces to voice their concerns regarding service delivery, and/or behaviour of teachers or health service providers.
- Awareness camp, street plays, short films on social evils and their disadvantages should be organised and shown in each and every villages, especially with the parents.

UNIT III: CURRENT ISSUES IN INCLUSIVE EDUCATION

Meaning of differentially abled and marginalized sections in India

Discrimination against weaker section is widely accepted in Indian society even by this section due to unawareness, cultural hegemony, apathy of police and various other instances, and length and costly judicial system of India, which discourage victims to take this route.

In general, the term marginalization describes the overt actions or tendencies of human societies, where people who they perceive to undesirable or without useful function, are excluded. These people, who are marginalized, from a group or community for their protection and integration and are known as marginalized groups. This limits their opportunities and means for survival.

It effectively pushes these groups of people to the margin of society economically, politically, culturally and socially. The disadvantaged faced by girls and children belonging to Scheduled Cast and Scheduled tribes has its basis cultural and traditional factors as well as social discrimination at the school. Socio-cultural factors and a history of neglect (in some parts of the country) have also adversely affected the educational outcomes of children belonging to the Muslim minority. Some children belonging to the ethnic and linguistic minorities also face disadvantages in copying with the regular school system.

Various Marginalized Groups

- Women
- People with disabilities
- Schedule Castes (Dalits)
- Scheduled Tribes
- Elderly or Aged People Children
- Sexual Minorities

Characteristics of marginalization

1. It suffers from discrimination and subordination.
2. They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.
3. They share a sense of collective identity and common burdens.
4. They have shared social rules about who belongs, and who does not.
5. They have a tendency to marry within the group.

Differently Abled

- Differently abled children's are kept hidden away at their home, denied basic rights of mobility, education and employment. They are viewed as dependent persons.
- Such discrimination in some cases starts from the family members and spreads right up to the policy makers and state authorities.
- As a result of such discrimination the differently abled children's face chronic ill health, socio-economic burden and destitution. Sometimes it is so difficult to define the marginalization they are outside the margin or within the community meaning, locked in the rooms, institutionalized, families isolating them, enrolling in special schools, not admitting that they have children with disabilities (CWDs), in the hospitals, etc.
- Social attitudes and stigma play an important role in limiting the opportunities of disabled people for full participation in social and economic life, often even within their own families.

Challenges in disability sector in India

There are several unmet challenges, which need to be addressed among disability sector in India.

1. Need for dignified life for children and people with disabilities.

2. Need to remove attitudinal barriers among communities and provide

43

Rehabilitation of CWDs.

3. Need to improve infrastructures in mainstream schools to make them disabled friendly and train teachers for optimal support.
4. Need to converge between various departments providing services for CWDs.
5. Need for national harmonization of disability welfare program.
6. Need to give executive powers and necessary resources to the commissioner of disabilities for effective implementation and safeguarding rights of PWD.
7. Need for promoting and monitoring mechanisms for service outreach below district level.
8. Need to improve effective collaborations between Government and NGO to avoid duplications.
9. Need to adopt to a down to top approach in policy design.
10. Need to improve community participation programmes.

Issues of SC and ST:

The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on **ethnicity**. There are approximately two hundred million tribal people in the entire globe, which means about four percent of the global population. In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged.

Among the Scheduled Castes and the Scheduled Tribes the most vulnerable are women, children, aged, those living with HIV/AIDS, mental illness and disability. These groups face severe forms of discrimination that denies them **access to treatment and prevents them from achieving a better health status**. **Gender based violence and domestic violence** is high among women in general in India. Girl child and women from

the marginalized groups are more vulnerable to violence. The **dropout and illiteracy rates** among them are high.

Schedule Castes

The caste system is a strict hierarchical social system based on underlying notions of purity and pollution. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization of healthcare among the marginalized groups is influenced by their socio-economic status within the society.

Problems faced by SC.

1. Social Problem

2. Religious Problems

3. Economic Problems

4. Public Disabilities

5. Educational Problems

Scheduled Tribes

The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on ethnicity.. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty among them, low levels of education, poor health and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems.

Problems of the Tribal People:
(1) Poverty and exploitation

(2) Economic and technological backwardness

(3) Socio-cultural handicaps

(4) Problems of their assimilation with the non-tribal population

Education of SC and ST children

- Providing adequate infrastructure for elementary schooling in districts with concentration of SC and ST population.
- Engagement of community organizers from SC or ST communities with a focus on schooling needs of children from specific households.
- Alternative education interventions for specific categories of deprived children belonging to SC and ST communities living in different circumstances.
- Training programmes for motivating schooling.
- Monitoring attendance and retention of children from weaker sections regularly.
- Providing Hostel, an incentive or a special facilities as required.
- Free textbooks to SC and ST students.
- Special coaching and remedial classes.

EDUCATIONALLY BACKWARD MINORITIES

Educationally Backward Areas, Disadvantaged Groups and Children

These include the urban and rural poor, migrants, out of school girls, child workers and deprived urban children. Among children with disability, those coming from SC and ST and other marginal groups are likely to be educationally most at risk. Though poverty is a major constraint in the education of SC and ST, children from these communities face specific disadvantages in their education and these must be given serious attention. For SC children these stem from the social discrimination, segregation and lack of access to resources and opportunities that they face because of their status. For ST communities it is their experience of relative isolation and neglect, destruction of their way of life and cultural difference that has led to disadvantages in education.

Expanding physical access to schooling for SC and ST children by relaxing norms for establishing schools in tribal and SC habitations and encouraging enrolment by meeting some of the costs of schooling. Ultimately it would mean that school must become inclusive so that they are able to address disadvantage and diversity in education and cater to the needs of every child. Interventions in education to address these issues however should not be 'stand alone' programmes/strategies but must be linked with and facilitated by the overall efforts to universalize enrolment and retention in schools and improve their quality.

1. Scheduled Cast Community/Children

➢ It is also important to ensure that the schools available in the neighborhood of SC habitations have minimum norms of infrastructure, other facilities and teachers.

➢ Incentives such as free textbooks, uniforms, awards, scholarships etc must continue and the regularity of the payment need to be monitored on a regular basis across the country.

➢ Discrimination with SC children because of their caste status as reflected in school practices and teacher attitudes adversely affect the quality of schooling that children receive. These have to be seriously deal with in individual schools, monitor at the community level and in also addressed at the level of teacher education. The effort toward building inclusive schools (where teachers understand and are sensitive to issues of social disadvantage) must be an integral part of teacher education and not relegated to add on components in training programmes.

2. Scheduled Tribe Children

➢ Physical access to schooling, especially at the secondary stage is still an issue in most parts of the Children/Students country especially in remote tribal areas.

➢ Hostels are critical for children coming from educationally deprived communities to access middle and higher level of school education.

➢ Seasonal migration is common in several tribal areas. Facilities like seasonal hostels should be provided in all such areas/blocks with high incidence of migration to help retaining children in the village when the parents migrant.

- Teacher absenteeism is a major problem in remote, tribal areas. The shift to selection of local teachers at village, panchayath and block level has helped to some extent. But there is need to improve monitoring and supervision in tribal districts and blocks to help improve teacher absenteeism/attendance and school functioning.

- The Ministry of Tribal Affairs is in the process of consolidating schemes for supporting education to make a more comprehensive scheme that could complement through the education schemes and fill the gaps, especially those relating to infrastructure in identified tribal dominated district. Ministry of Tribal Affairs and the States /UTs in identifying needs in specific districts and blocks and ensuring convergent implementation.

3. Religious Minorities

The Ministry of Minority Affairs has identified 103 and more districts as minority concentration districts where the population of religious minorities exceeds. The strategy of providing alternative schooling or open schooling system and reaching out to madarsas/maktabs strengthening the teaching of general subjects for children who are attending Maktabs/Madrasas, but not going to regular schools is being followed in several states.

- Ensuring that adequately provided secondary and higher secondary schools are available in all minority concentration areas. It is crucial to ensure that upper primary schools are located close to Muslim Habitations to ensure that adolescent Muslim girls can continue their education.

- Social mobilization to promote the demand for education, especially for older girls. This will require a special effort from teachers, educational administrators and programme functionaries to work with parents, religious leaders, panchayat representatives etc. to overcome barriers due to social and cultural traditions.

- Religious minorities are usually not included in incentive programmes like scholarships. Children of religious minorities, especially Muslims may be provided scholarships at least at the upper primary stage in identified educationally backward district.

- Urdu medium/syllabus need to be set up wherever required, based on demand and the local language pattern of the Minority community. In other Muslim concentration areas, the teaching of Urdu as a subject may be encouraged, wherever there is demand.

- The focus of work under RMSA should be on ensuring that Muslim children attend regular schools. The strategy of providing grants to Maktabs / Madrasas should not be the dominant strategy for ensuring universal participation of Muslim children. Wherever possible, Maktabs / Madrasas could serve as institutions for providing bridge education for mainstreaming of children into regular schools.

- A more useful strategy, especially for older girls in the 15+ age group who have not been to school and cannot be mainstreamed easily, could be of setting up schools / centers (with adequate teachers) that run for at least 4 hours in the premises of Maktabs / Madarsas in the forenoon / afternoon, before or after the religious instruction. This pattern has been tried out in some parts of the country.

4. Linguistic Minorities

- The basic principle of providing education in the language concerned as far as possible should be implemented sincerely. This is an important issue in most of the inter-state border areas and places with a concentration of migrants with a different language background. For Muslims the issue of Urdu medium needs attention in some states. For Muslims, tribal groups residing in remote areas, who speak a language very different from the medium of instruction in schools, a strategy of transitional bilingual/multilingual education could be implemented.

- In several states/UTs work relating to development of textbooks and other teaching learning materials and training modules is highly delayed or sometimes not taken up at all for the minority languages. Under RMSA it should be ensured that curriculum and textbook development. TLM development and training programmes are held regularly for all languages used as medium of instruction in particular State/UTs.

- Additional resource persons with a particular language background could be provided in identified blocks or pockets to provide academic support to schools with a different medium of instruction

GIRL'S CHILDREN FROM RURAL AND SLUMS.

Interventions in rural and slums

Problems faced by rural and slums

- **Women and Girls:** Women and girls are not afforded time for education, as they are burdened with carrying water long distances and caring for sick family members. And, in slums with poor (or nonexistent) sanitation facilities, going to the toilet at night increases their risk of sexual assault.

- **Health and Child Mortality**: Illness and disease spread like wildfire in slums; in the Kibera slum in Kenya, HIV infection is twice the national average, and diarrhea is the leading killer of children under five.

- **Education**: Social and cultural barriers deny children from slums the opportunity to receive an education. Many children never receive any formal education and few complete a primary education.

- **Finance**: Banks often refuse residents of slums because they are considered 'unbankable.' Without the support of a financial institution, slum dwellers must incur interest charges from loan sharks, which serve to further impoverish them.

- **Political and Social Exclusion**: Governments often ignore slum dwellers; they are excluded from voting, city development plans, and full protection under the law. Without the rights and voice that other citizens have, people living in slums constantly face political and social exclusion.

- **Disasters**: Many slum dwellers in developing countries live in danger of a rise in sea level. Storms, earthquakes, and other disasters affect city slums more seriously than other areas, as substandard houses crumble or poor drainage systems promote prolonged flooding.
  - Lack of reliable communication.

  - Divided time. Because many of our students live on farms, when they are not at school or in sports, many of them are doing chores around the house. This puts more strain on their time to do work outside of school.
  - Lack of parental involvement:
  - Lack of resources
  - Religious restrictions
  - Racism and homophobia

+ Poverty

The problems faced by children in the rural and slum area are often different than that faced by children belonging to SC. Hence, special **interventions**, which can be considered, are:

- Textbooks in mother tongue for the children at the beginning of primary education where they do not understand regional language.
- Anganwadis and Balawadis or crèches in each school in tribal areas so that the girls are not required to do baby-sitting.
- Special plan for nomadic and migrant workers.
- Residential facilities for children in rural and slums.
- Upper primary schools are provided as per state norms of distance and populations.
- Majority of schools in rural areas have only limited number of teachers. It is therefore important to equip teachers in such areas with skills for conducting multi grade and multilevel teaching or meet the teacher's requirement. This would also require modified teaching-learning materials including workbooks.
- Special emphasize must be placed on teachers who are appropriately qualified and trained to teach in rural schools. The emphasize must be both on their skills, competencies as well as their understanding on the context of deprivation, discrimination and an appreciation of cultural difference in relation to their students.
- In some rural areas where qualified teachers are not available, there must be special effort to create a cadre of teachers from the rural community/youth. This link between school and a teaching can encourage retention in schools as parents see teaching as a career for their children.
- A minimum condition that should be ensured in school is that the majority of the teacher should be able to speak the language of the children.
- In general, for rural areas teaching-learning materials need to incorporate the life-situations of children to which they can relate. This work can be done best by DIETs in identified district after receiving specific orientation and human resources for this purpose. The NCF 2005 strongly recommends the use of local context in the materials and teaching-learning process. The orientation of teachers in such areas would also need to focus on issues of attitude and bias regarding tribal children and knowledge of local socio-cultural situation.

- Certain rural groups e.g. denitrified tribes, nomadic tribes that move from place to place and primitive tribal groups (PTG) would need special attention because of their specific live situations. Adequate attention has not been given to these groups in most States.

- **INCLUSION OF ALL CHILDREN WITH DIVERSE NEEDS IN EXISTING SCHOOLS**

The issue of inclusion has to be framed within the context of the wider international discussions around the United Nations organizations' agenda of "Education for All" (EFA), stimulated by the 1990 Jomtien Declaration. "The Salamanca Statement on Principles, Policy and Practice in Special Needs Education" (UNESCO 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this Statement, and the accompanying Framework for Action, is arguably the most   signify cant international document that has ever appeared in special education. It argues that regular schools with an inclusive orientation are: "…the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all." 10 In the early documentation on EFA, there was a rather token mention of "special needs" This has been gradually replaced by recognition that the inclusion agenda should be seen as an essential element of the whole EFA movement.

In taking an inclusive approach we must not lose sight of its origins in special needs discourse as well as the fact that children with disabilities remain the largest group of children out of school. Education for All means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

Early Intervention What It Is and Why It Is Important

What is Early Intervention?

Early intervention services are intended to provide families who have children with developmental disabilities or delays with support and resources to maximize the child's abilities, while respecting family decisions and cultures. Services are provided at the state or local level, and often can be arranged through the local school system. The earlier a child receives services to address the effects of hearing loss, the more time there is to influence positive learning outcomes.

The Importance of Family Involvement

As with every aspect of raising the child, full commitment and involvement in an early intervention plan is vital to the success of the child. Even with regular speech therapy, the vast majority of child's learning will take place at home. At every stage of early intervention services, make sure of being aware of what things one can do at home to continue language development. The impact of speech, language and communication needs (SLCN) can be wide-ranging and long term – affecting other areas of development as well as learning, attainment, behaviour, self-esteem and long- term prospects

With the right early intervention, children make better progress, the longer-term impacts are minimized an d many children can even catch up

Useful things to include in a policy and process for identifying SLCN are:
☐ How to raise concerns about a pupil's speech, language and communication

☐ How to collect information on a pupil's strengths and needs

☐ How to involve pupils, their parents and carers

☐ Staff roles and responsibilities

☐ Resources and tools you could use

☐ Staff training and development needs

☐ How to link in to local services

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Role of Schools

1. Have a policy for identifying early SLCN for your pupils

2. Look at evidence on expected levels of speech, language and communication needs and compare this with your own data

3. Review your current system for identifying pupils' SLCN

4. Check out any ways your system could be improved to make sure pupils who may have SLCN in your school are identified

5. Make sure this then links into support or interventions.

Some Ideas to Help With Identifying SLCN in your School

☐ **Have a think about pupils in your class or school you are concerned about.** Because of the links between language and attainment, literacy, and behavioural, social and emotional development, we'd really recommend that if you have concerns about a pupil in any of these areas, you also take a little time to think about their speech, language and communication skills. Sometimes speech, language and communication needs can be the root cause of other difficulties and are often misidentified or missed altogether.

☐ **Use an indicators checklist**. This sets out things that you might see when pupils are struggling with their speech, language and communication. It will help you to separate things out a little and look more closely at your pupils' communication.

PLACEMENT IN INCLUSION

Trends in provisions in India reflect that the leading policy predisposition before the 1970s has been that of segregation. During the 1880s Christian missionaries started schools for the disabled on grounds of charity. This was followed by the government initiatives to establish separate workshops, model schools, central Braille presses and employment exchanges for the disabled population of the country. However, the

changing approaches to disability from the **charity model to the human rights model** have resulted in diversity of policy and practice. In the 1970s the IEDC scheme was launched by the Union government for providing educational opportunities to learners with SEN in regular schools. Nevertheless, the statistics show that though the integration of learners with SEN gathered some momentum, the coverage under this scheme remained inadequate. There was a clear need for fuller access of children with SEN to all educational opportunities. Dissatisfaction with the slow progress towards integration along with the consideration of the costs involved led to a demand for a radical change.

After the World Conference on Special Needs Education in Salamanca in 1990s, inclusion became the magic word in the educational field. The Salamanca Statement adopted by representatives of 92 Governments and 25 International Organizations has, in fact, set the policy agenda for inclusive education on a global basis. Inclusive education refers to 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. In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the needs of all children is the call of the day.

An inclusive curriculum recognises the need of schools to be organized with the individual differences of students in mind and is flexible enough to enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level.

The implementation of a programme of inclusive education would also involve curricular modifications and the use of human and technological support, including the use of ICT. It is also important to mobilise support from parents, the community, and special schools.

In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the **Sergeant Report** on the post-war educational development of the country. As per the report, provisions for the education of the handicapped, were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report,

handicapped children were to be sent to special schools only when the nature and extent of their defects made this necessary.

DEVOLOPMENT OF PLUS CURRICULUM – COORDINATION AND UTILITY OF RESOURCES

Curriculum development - what is it? It is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments.

Teachers use curricula when trying to see what to teach to students and when, as well as what the rubrics should be, what kind of worksheets and teacher worksheets they should make, among other things. It is actually up to the teachers themselves how these rubrics should be made, how these worksheets should be made and taught; it's all up to the teachers. In a practical understanding, though, there is no concrete way to say what methodology is right to use. But it is also true that the way in which a certain topic is taught habitually resolves what is actually taught. This is why it is required to make a distinction between the **official or planned curriculum** and the **de facto curriculum;** the one that is formal and the one that is actually taught in schools.

Plus is recognized as the primary source of professional liability educational programs and seminars, networking events, educational products, and information regarding professional liability.

Diversity and Inclusion Mission

- PLUS endeavors to create an inclusive environment and an atmosphere open to differences, where each individual has opportunities for professional development

Case for Change

- In order to be the global community for the professional liability insurance industry and provide relevant and essential education, PLUS must reflect diversity of thought and perspective
- Diversity will help to advance, develop and enrich the organization
- Creating a strong culture of diversity and inclusion will help PLUS achieve its mission by:
    - Sustaining membership growth
    - Fostering valuable thought leadership
    - Driving industry advancement of diverse talent by offering development and engagement opportunities
    - Encouraging the industry to increase diverse representation

PLUS Strategic Areas of Focus and Goals

- Members
    - Grow membership and the quality of engagement through increased diversity
    - Increase the diversity of event attendees and presenters
    - Engage new customers through increased diversity
- Industry
    - Reach out to partners and share information about D&I initiatives
    - Support initiatives that communicate the benefits of a diverse workforce and leadership in the industry
- Volunteer Leaders & Staff
    - Offer D&I education and tools for PLUS leaders
    - Support increased diversity in PLUS leadership ranks
    - Develop succession planning for PLUS leadership positions

Many **Open Education Resources (OER)** have been introduced by governments, universities, and individuals within the past few years. OERs provide teaching and

learning materials that are freely available and offered online for anyone to use. Whether you're an instructor, student, or self-learner, you have access to full courses, modules, syllabi, lectures, assignments, quizzes, activities, games, simulations, and tools to create these components.

While some OERs include **Open Course Ware (OCW)** or other educational materials, they may also offer the means to alter those courses through editing, adding to those courses through publication, and the ability to shape the tools that share those resources. Additionally, they may maintain forums or other platforms where individuals can collaborate on building educational tools and documentation and the reach for those materials.

ROLE OF CULTURE, FAMILY, PEER GROUP, TEACHERS, ADMINISTRATORS, AND POLICY MAKERS IN INCLUSIVE EDUCATION.

Culture

- All students belonging and being valued as equal members.
- Culture helps in the development of resources where all children are equally valued and have the same opportunity for participation.
- Culture helps in giving appropriate environment, encouragement and meaningful activities.
- Provide participation in the general education, non academic and extracurricular activities.

Family

- Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting and belonging to the community where they live.
- Feeling positive about themselves and their children by seeing their children appreciate the values of diversity in others.
- Extending opportunities beyond the school community by fostering school friendship in neighborhood activities and social events.

Peer group

- Develop an appreciation and respect for the unique characteristics and ability of each individual.
- Increasing ability to help and support all classes with sensitivity towards other differences.
- Provide opportunities to experience diversity of society, in an educational environment.
- Enabling development of friendship and strengthening a positive self image by engaging in activities among peer group.
- Promoting opportunities to communicate self advocate and educate with some age groups.

Teachers

- Exchanging information about instructional activities and teaching strategies expanding the skill of both general and special educators.
- Developing team work and collaborative problem solving skills to creatively address challenges regarding students learning.
- Promoting the recognition and appreciation that all students have strength and contributing members of the school community.

Administrators

- Must provide a sense of responsibility and shared ownership for academic, social, emotional growth of every student in the school.
- They must ensure that evidence based inclusive practice are implemented effectively.
- They must ensure collaborative planning is a part of the school structure.

Policy makers

- Must ensure that all students are welcome and seen as contributing and valued member s of the school community.
- Collaborative relationship among staff, families and students.

- Schools should provide with a full range of supplementary aids and services.
- They were expecting to teach with a full range of disabilities in their classroom for meaningful part of the day.

MULTICULTURAL EDUCATION AND MULTI- GRADE TEACHING IN RURAL

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, "culture" is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and "exceptionality"—a term applied to students with specialized needs or disabilities.

Generally speaking, multicultural education is predicated on the principle of educational **equity** for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives.

Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

Multi – grade teaching in rural context

Students in multi-grade classes generally spend more time on individual seatwork than students in single-grade classes. To cater for this set up, teachers need to use a variety of teaching strategies to help learners learn in a multi-grade teaching context

Multi grade teaching implies the school situations where the number of pupils in different grades is so small that the pupils of several grades together add up to a normal or slightly larger than normal class. It connotes combination class groupings in a school with one two to three classrooms. Multi grade teaching is generally seen in one teacher schools, two teacher schools, sometimes even in three teacher schools, multilevel classes in larger establishments, ungraded early childhood education units and special multilevel aggregation of pupils. The enrolments of such schools usually vary between 10 to 100.

Multi grade teaching is not an answer to meeting teacher shortages in the educational systems but is a strategy to improve the quality of education in rural communities. Multi grade teaching in Primary Schools Looking to the socio-cultural milieu in which the small schools with multi grade teaching are functioning, these schools could be the centers of social development and community conscientisation and the need for improving their functioning is far greater than recognized.

Advantages of Multi grade Teaching Situations

- Pupils tend to develop independent work habits, self-study skills;
- Cooperation between different age groups is more common resulting in a collective ethics, concern and responsibility;
- Pupils develop positive attitudes about helping each other.
- Remediation and enrichment activities can be more discreetly arranged than in normal classes.

UNIT IV: CLASSROOM FOR ALL AND SUPPORT NETWORK

Making Schools Inclusive

"Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. Children with disabilities are often unable to go to school because of unsuitable school buildings.

Make the Students Aware About The Self

Kids who have self-awareness do a better job self-monitoring. That means your child is able keep track of what he's doing (either in learning or socially) and figure out what's working and what's not working. Self-awareness also leads to self-reflection-thinking over things that happened in order to find ways to make things work better next time. Private and public self-awareness work together to help your child understand that what he's thinking and feeling-how he's "seeing" himself-might not always be the way other people see him. When your child has good self-awareness skills, he:

- Recognizes his strengths and weaknesses
- Can identify what he needs to do to complete a task
- Recognizes errors in schoolwork and makes edits or changes
- Can understand and talk about his feelings
- Recognizes other people's needs and feelings
- Sees how his behavior affects others

Technological Awareness and Its Application for the Different Disabilities

Assistive technology can use to support people with blindness, low vision or deaf-blindness including those with glaucoma, diabetic retinopathy and cataract, moderate

hearing loss, learning/cognitive impairment including those with autism, dyslexia, ADHD or speech disorder and mobility impairment including those with cerebral palsy, paralysis, stroke or spinal cord injury.

Range of Assistive Technology Products

- **Accessible Format Tool**
  Convert text into Large Print, Braille, Daisy, Tactile or MP3 format.

- **Book Reader**
  Accessible e-book reader for people with visual, learning or print impairment.

- **Communication Aids**
  Augmentative and Alternative Communication (AAC) devices for limited or no speech.

- **Gaming**
  Discover a new sense of independence with our adapted gaming devices.

- **Learning Tool**
  Reading and writing toolbar for people with dyslexia, autism and other learning impairments.

- **Mouse Alternatives**
  When access to traditional mouse is not easy, mouse alternatives can make a difference.

- **Braille Displayer**
  It is an excellent solution for reading and typing in Braille for all the Braille readers.

- **Desktop Magnifiers**
  Scan, Magnify, Listen & Read in the most convenient and stylish manner.

- **Keyboards**
  Typing made easy with adaptive keyboards.

- **Low Vision Aids**
  When glasses no longer suffice, low vision aids can make a difference.

- **Optical Aids**
  Ready to use magnifiers and glasses for enhanced reading on the go.

- **Screen Reading And Magnification Software**
  Providing unique 3 way ultimate access solution - Magnification, Screen Reader & Braille.

• **Science Software**	• **Assistive Listening Devices**
Break down the barriers of the typical science classroom for the blind or low vision.	When hearing aids do not suffice, students can use assistive listening devices.

PSYCHO THERAPY

Psychotherapy is the use of psychological methods, particularly when based on regular personal interaction, to help a person change and overcome problems in desired ways. Psychotherapy aims to improve an individual's well-being and mental health, to resolve or mitigate troublesome behaviors, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social skills. Certain psychotherapies are considered evidence-based for treating some diagnosed mental disorders.

Psychotherapy is often dubbed "talking therapy", particularly for a general audience, though not all forms of psychotherapy rely on **verbal communication**. Children or adults who do not engage in verbal communication (or not in the usual way) are not excluded from psychotherapy; indeed some types are designed for such cases.

SPEECH THERAPY

Speech therapy is an intervention service that focuses on improving a child's speech and abilities to understand and express language, including nonverbal language. Speech therapists, or speech and language pathologists (SLPs), are the professionals who provide these services.

Speech therapy includes two components:

- Coordinating the mouth to produce sounds to form words and sentences (to address articulation, fluency, and voice volume regulation); and

- Understanding and expressing language (to address the use of language through written, pictorial, body, and sign forms, and the use of language through alternative communication systems such as social media, computers, and iPads). In addition, the role of SLPs in treating swallowing disorders has broadened to include all aspects of feeding.

Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing. Speech and language therapists (SLTs) are allied health professionals. They work with parents, cares and other professionals, such as teachers, nurses, occupational therapists and doctors. It involves teaching the students how to coordinate the air stream, mouth, and mind to accurately produce a speech sound.

The therapist teaches individualized strategies to help each student experience success. Once the student is successful at making the sound, the therapist works up a hierarchy of complexity. This will then expand to include making the sound in syllables, words, phrases, sentences, and conversation. If the student struggles with understanding information, therapy might start with learning the meaning of concepts such as colors, sizes, shapes, placement, and amounts.

Next, therapy would involve adding these key words into directions. Likewise, sessions would help the student remember key information so he or she can apply the knowledge to the activity. Early language learners and students who have more severe challenges will experience therapy adventures that provide them with the building blocks of functional language. During the engaging sessions, the therapist will use a variety of prompts while striving to help the student become independent with using his or her new skills so he or she can happily participate in life's activities in ways that are most successful.

Purpose of Speech Therapy: The goal of speech therapy is to help students become clear confident communicators so that they can:

- Become fully engaged in school and benefit from the curriculum
- Develop self help skills and independence for activities of daily living

- Actively participate in life experiences
- Build healthy social relationships

The ability to communicate is directly correlated with ability to achieve success. Together, we are building smiles, mending spirits, and engaging students in their lives.

The Desired Outcome of Speech Therapy: The main goal of speech therapy is to improve communication. Some of the goals of speech therapy might include:

- Improving coordination of speech muscles through strengthening and coordination exercises, sound repetition and imitation.
- Improving communication between the brain and the body through visual and auditory aids such as mirrors and tape recorders.
- Improving fluency through breathing exercises.
- Enhancing the learning of language through language stimulation and the use of language through positive reinforcement.
- Improving communication by helping a child learn another way to communicate which might include gestures, signing or augmentative communication devices (note use of these alternate forms of communication will serve to enhance speech development, not impair it).
- Each child will have a different outcome depending on his or her particular challenges and abilities. The length of time in speech-language therapy depends on many factors such as severity of the problem, the frequency and consistency of therapy and the

- Consistency of help at home.

OCCUPATIONAL THERAPY

Occupational therapy is a health and rehabilitation profession. Occupational therapist work with people of all ages who need specialized assistance to lead independent, productive and satisfying lives due to physical, developmental, social or emotional problems. Occupational therapist uses the occupations of **self-care work and**

play/leisure activities to increase independence enhance development and or prevent disability. To achieve these goals occupational therapists may also adapt the task or the environment. The **full-inclusion model** requires that services are tied to the general education setting. An occupational therapist may provide services in the classroom and in such settings as the lunchroom, playground, or neighborhood bus stop.

Occupational Performance: Occupational therapy practitioners enhance occupational performance for children with disabilities by encouraging participation in inclusive environments; social participation

➢ Helping students develop social relationships through peer interaction and modeling

➢ Ensuring that students participate with peers in educational and community experiences

➢ Increasing students leisure skills to enhance enjoyment Activities of Daily Living

➢ Promoting self-help skills(e.g. dressing, eating) in the natural environment

➢ Incorporating peer modeling of social expectations and positive behaviors into curricular education

➢ Encouraging students to participate with their peers in academic and non-academic settings.

➢ Increasing access to community based educational programs, such as museums and parks work

➢ Developing early work skills such as time management and organization within the school setting.

➢ Assisting students with developing play and leisure skills with all peers during recess, after school, and in the community.

School based therapist focus on assisting students to acquire the functional abilities necessary to access educational materials and adapt to their educational environment. They may help students with daily activities related to educational participation, adapt the performance context, teach alternative methods, or facilitate the use of assistive devices. Occupational therapists in schools work with other

educational professionals, members of the community and families to help all students engage in their educational activities.

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