

TOWARDS
INCLUSIVE SCHOOLS
in the District Primary Education Programme

NIEPA DC



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FOREWORD

The Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 has placed responsibility on the Government to ensure that every child with a disability has access to free education in an appropriate environment till he/she attains the age of 18 years. The 86th Constitutional Amendment has also made education a Fundamental Right for all children from 6-14 years of age. This also applies to children with special educational needs.

Realising the importance of mainstreaming children with special needs in regular schools, the Government of India has been implementing various schemes and programmes to bring these children under the ambit of education. One, such attempt has been through the District Primary Education Programme, which aims to Universalise Elementary Education. Universalization of Elementary Education cannot be achieved without including children with special needs. Hence, inclusive education forms an important part of this programme.

IED in DPEP began in 1998 at a small scale by covering one block or one cluster in every district. However, as the programme progressed and expanded, many new models of service delivery evolved with the sole aim of providing quality education and a supportive learning environment to children with special needs.

For over five years now, IED has been a significant component of DPEP. Major achievements have been made during this period. States have chalked their own strategies to tackle with the issue of providing adequate and appropriate resource support to children with special needs. Novel initiatives have also been taken up to enhance effectiveness of education for children with special needs.

A need was felt to document these for the guidance of those who wish to take the programme forward, particularly since this component has also been included in Sarva Shiksha Abhiyan (SSA), the national programme for UEE. For the first time an effort has been made to capture the achievements made in the area of inclusive education and record the initiatives taken to enhance reach to children with special educational needs from national perspective. This document is a sharing of how IED started in DPEP, how various issues were tackled, the strategies that were developed to provide assistance in teaching and learning of these children and what were the significant outcomes.

However, providing meaningful education to children with special educational needs is a major issue that still needs to be addressed. Hence, while reading this document, it is important to bear in mind that IED in DPEP, though a path breaking starting point, marks the beginning of a process, which will have to continue for a long time before all children with special educational needs are reached and imparted quality education in an environment that best suits their needs.

New Delhi,
22 July 2003

(SUMIT BOSE)

CONTENTS

	Pg. No.
Policy Background	5-11
The Emergence of IED in DPEP	12-21
Strengthening Resource Base for Children with Special Needs	22-35
Involving the Community	36-40
Initiatives in the Making	41-46
Current Status and Implications for the Future	47-54
 ANNEXES	
I. RCI Foundation Course	57-59
II. Teacher Training on IE in Karnataka	60
III. Programme Schedule for Theme-based Camp on IED in Orissa	61-62
IV. Individualized Educational Plan for CWSN in U.P.	63-64

CHAPTER – I

POLICY BACKGROUND

“The World Conference on Education for All (EFA) held in March 1990 in Jomtien, Thailand, adopted a Declaration calling upon all member States and international agencies to take effective steps for achieving EFA by the year 2000. The ultimate goal affirmed by the World Declaration on Education for All is to meet the basic learning needs of all children, youth and adults. Towards fulfilment of these learning needs, the Declaration of EFA took a broadened vision of basic education as consisting of formal schooling, non-formal education programmes as well as open learning systems which together attempt to provide basic education to all children, as well as adults. India was a signatory to the Jomtien Declaration and began working towards the EFA commitments forthwith. The World Declaration on EFA was a reaffirmation of the policy orientation given to elementary education in the National Policy on Education (NPE) in 1986”¹.

The Government of India is committed to Universalisation of Elementary Education (UEE), which has been accepted as a national goal since 1950. The Directive Principles of the Constitution of India envisage provision of free and compulsory elementary education to all children upto the age of fourteen years. For promotion of UEE, the Parliament of India has passed the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years through inclusion of the new Article 21A in Part III of the constitution, as follows:

‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.’

This amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without including them the objective of UEE cannot be achieved.

The National Policy on Education, 1986 also specifies that UEE has three aspects: universal access and enrolment; universal retention of children upto 14 years of age and a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

Specifically the goals of EFA with respect to universal access focus on “universal enrolment of all children including girls, disabled children and children belonging to SC and ST in primary classes and provision of upper primary education for them.”



CWSN Learning Along with other Children

¹Year 2000 Assessment, Education for All, India. NIEPA & MHRD, Government of India, 2000.

“Since this Declaration was made in 1990, broad based efforts have resulted in a massive expansion of the education system in the country, raising the overall status of educational provisions in terms of accessibility and participation. These efforts were also guided by concerns of equity. Yet, closer analyses of basic statistics reveal glaring disparities in the progress made. Certain sections of population and certain geographical pockets in the country have failed to fully benefit from the investments made in education. Thus, it has now become important to focus on the educational needs of the categories of women and girls, SC/ST, working children, children with disabilities, urban disadvantaged children and children from educationally backward pockets in different States.”²

This document is an attempt to record all those significant practices that have been undertaken in Integrated Education of the Disabled in District Primary Education Programme (DPEP).

Education of Children With Special Needs (CWSN) in India - Initial Years:

Education of CWSN began soon after Independence. The then Ministry of Education established a special unit to deal with education of CWSN in 1947. Prior to this, in the last two decades of the nineteenth-century, the NGOs played an active role in India to impart education to CWSN. This led to the establishment of the first school for the Deaf in Bombay in 1883. The first school for the Blind was set up at Amritsar in 1887. At that time, it was believed that CWSN could not be educated alongside others. Therefore, special schools were offered as the only option. Education of the mentally retarded children began in a similar fashion, but much later, in the late thirties. Education of the children with learning disabilities and autism is still in the initial phases of development. A number of special schools for the Blind and Deaf were set up before the end of the century. Thus, the special school tradition, as a prominent mode of providing education to CWSN became deep rooted.

This tradition went unquestioned till the mid 1950s. But as these special schools began to increase in number, it was soon realized that these schools could reach out to a very limited number of children, largely urban children. Further, they tended to segregate these children from the mainstream of the community. The special schools tended to be expensive and were inclined to develop a specific disability culture, which had the disadvantage of separating CWSN from the rest of the community and creating the impression that their needs and problems were very different. This realization was further strengthened by Article 45 of the Constitution of India that directs the States to provide free and compulsory education to all children up to the age of 14 years. Hence, the need of including CWSN in educational system and in the community became very pressing. This paved the way for the advent of the concept of integrated education in India.

The very first seeds of integrated education in India were sown by International agencies like Royal Commonwealth Society for the Blind and Cristophael Blinden Mission, which began experimenting with the integration of visually impaired children and other children in regular schools. At the same time, the Ministry of Education launched in 1952 a comprehensive scheme of awarding scholarships to children with disabilities in regular schools. The Government of India started giving scholarships for elementary and higher education to the visually impaired, hearing impaired and locomotor impaired children in 1955. Gradually the number of scholars rose to 10,000. In 1974 the scheme was transferred to the States and today most of the States are awarding scholarships to those children with special needs (CWSN) who are pursuing elementary education in regular schools without support services. Though no support was provided to those CWSN who were going to regular schools, the launching of the scholarship scheme could be regarded as rudimentary beginning of the integrated education initiative by the Government of India.

The success of International experiment in placing CWSN in regular schools began to be noticed in

²Year 2000 Assessment, Education for All, India. NIEPA & MHRD, Government of India, 2000.

early 1970s. As a result the Planning Commission agreed to include in the plan a programme for including CWSN in regular schools. The Government's appreciation of integrated education came in 1974, when it launched the Scheme of Integrated Education of Disabled Children (IEDC).

Integrated Education of Disabled Children (IEDC):

The Centrally sponsored scheme of IEDC aims to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools such children already placed in special schools after they acquire the communication and daily living skills at the functional level. The scope of the scheme includes pre-school training for CWSN, counselling for the parents, special training for the hearing handicapped children, mobility and orientation training for the visually handicapped children, daily living and communication skills training required by children with other disabilities, and training in home management of these children.

The scheme provides actual expenses to CWSN on books and stationery and uniforms. Besides, transport allowance to children with locomotor impairment, reader allowance for blind children and escort allowance to severely handicapped children is also covered by the scheme. Cost of equipment is also provided to

CWSN at the rate of Rs.2000 per month for a period of five years.



Providing Equal Educational Opportunities to CWSN

Besides these, it also provides for teachers' salaries, facilities to students in terms of board and lodging allowance, readers' allowance, transport allowance, escort allowance, cost of equipment, cost of uniform, cost of removal of architectural barriers, provision of resource room etc. The IEDC scheme has now been in operation for about a quarter of century. The revised IEDC became operational in 1992. Over 152,200 children have been covered under the IEDC through over 22,000 schools of 28 States and UTs.

IEDC created awareness on the importance of integrating CWSN in the mainstream education. Subsequently, the UN General Assembly declared 1981 as the International Year of Disabled Persons, with equalisation of opportunities and full participation of the disabled being the main goals. Every member State was expected to appoint a National Committee to draw up Programme of Action of the year. India also appointed a national committee. This committee and various sub-committees recommended many new programmes. A notable among them was the launching of the 'Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances' (ADIP) by the Ministry of Social Justice & Empowerment in 1981, which aimed at making CWSN more functionally independent by providing them aids and appliances subject to certain conditions. Integrated education cannot be successful until CWSN are given special aids and appliances, which are required to enhance their functional ability. The scheme provides aids and appliances to locomotor disabled, visually disabled, hearing disabled, mentally disabled and multiple disabled.

Following the success of the International Year in 1981, the UN General Assembly proclaimed 1983-1992 as the Decade of the Disabled. During this Decade, India too witnessed formulation of policies,

launching of projects and framing of laws to promote education of CWSN. It was first seen in the form of reference made in the National Policy on Education, 1986.

National Policy on Education (NPE) – 1986:

Section 4.9 of the NPE clearly focused on the needs of the CWSN. It stated that, “The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children
- Adequate arrangements will be made to give vocational training to the disabled
- Teachers’ training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.”³



Mainstreaming CWSN in all Activities

Thus, NPE advocated the approach of providing integrated education for the mildly handicapped and of special education for the severely handicapped children.

Project Integrated Education for the Disabled (PIED):

From the NPE, emerged the first pilot project on integrated education in India. With the assistance of UNICEF, the Ministry of Human Resource Development launched in 1987 the *Project Integrated Education for the Disabled (PIED)*. For the first time, the project adopted a Composite Area Approach. In this approach, a cluster, instead of the individual school is taken as the project area. All the schools in the block/cluster are expected to enrol CWSN. In consonance with the NPE, training programmes were also given to the teachers to equip them with the necessary skills required to deal with the CWSN. 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.

The evaluation of PIED revealed that the project had increased the enrolment of CWSN. More orthopaedically handicapped children were enrolled in the PIED than other categories of CWSN. In general, the enrolment of disabled girls was less than that of boys. The CWSN of the PIED blocks performed at par with non-disabled children in academic areas. However, mentally retarded children showed poor performance than that of the non-disabled children. The retention rate among CWSN was very high and their absenteeism and dropout rate was low. The study also showed that the teachers after being trained to IED indicated that they had become better teachers. The headmasters of the PIED

³National Policy on Education, Department of Education, MHRD, Government of India, 1986.

schools in general were supportive of integrated education for CWSN.

The PIED laid the foundation for wider awareness of the value of educating CWSN. It also emphasized the need of trained manpower in special needs education. As a result, the Indian Parliament passed the *Rehabilitation Council of India Act in 1992*, making it mandatory for every special teacher to be registered with the Council and laying down that every child with a special need had the right to be taught by a qualified teacher.

Before the end of the International Decade of the Disabled Persons in 1992, UN standard rules on equalisation of opportunities for persons with disabilities were framed, making the following important proclamations:

- “Education of CWSN in mainstream schools presupposes the provision of appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided
- Special attention should be given to very young children with disabilities and pre-school children with disabilities.”

India was a signatory to the standard rules.

Programme of Action (POA) – 1992:

The end of this Decade also saw the proclamation of the Plan of Action (1992). When the POA was formulated, it was estimated that about 12.59 million CWSN were to be provided education in the school system. The educability of another 2 million disabled children was to be improved through early intervention and services by Early Childhood Care Centres. The POA suggested a pragmatic placement principle for CWSN. It postulated that a child with a special need who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills. Besides, the POA also emphasized in-service teacher training, curriculum flexibility and use of special TLM to meet their special educational needs. The main target was to achieve equalization of educational opportunities by providing CWSN access to quality education comparable to other children.

This Decade was followed by the UN-ESCAP Decade of the Disabled Persons from 1993-2002. During the ESCAP Decade, the Government of Spain in cooperation with United Nations Education Scientific Cultural Organisation organized the World Conference on Special Needs Education in Salamanca in June 1994, in which a framework for action on special needs education was framed. One of the major contributions of the Salamanca Conference was the coining of the term Inclusive Education, which cast responsibility on the general school system to find ways of successfully educating all children, including those who have serious disabilities.



Meeting the Special Educational Needs of CWSN

The fundamental principle of an inclusive school, according to this framework, is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. "Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school."⁴

Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995:

India in this Decade, witnessed the enactment of the *Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act in 1995*, which has become a watershed in the field of education of CWSN. The Act clearly mandates that "every child with a disability shall have access to free and compulsory education in the most appropriate environment between 3-18 years of age." Besides, suggesting a variety of educational options for CWSN like special school, open school and home based education, integrated education is offered as one of the major educational options for CWSN.

Chapter V of the Act, which deals with education, mentions that the appropriate Governments 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 eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools.

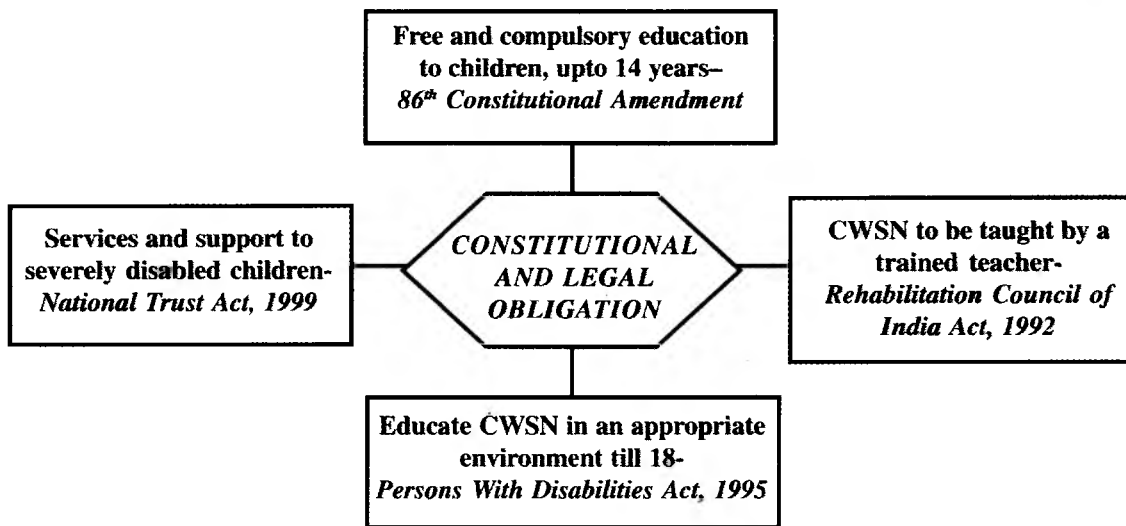


No Barriers to Learning

District Primary Education Programme (DPEP):

Other than legislation, this Decade also became memorable as the Government of India launched in 1994 the District Primary Education Programme for the consolidation of elementary education. This programme has woven into its fabric, the core principles of child-centred pedagogy. This simply means that it was important for the system to adapt itself to meet the needs of children and not expect the children to fit in what the system offered. For a long time, in our education system, any difficulty that a child exhibited in learning was attributed to a problem within the child. Little was it realized that the organisation and the management of school could also be one of the causes of children's learning difficulties. With this thinking there was an entire paradigm shift towards a policy, where it was important to take into account a child's perspectives, environment and experiences before designing the curriculum and the teaching learning process. This policy dictated the philosophy of Integrated Education in DPEP. Gradually it was realized that UPE could not be achieved unless and until CWSN were also brought under the ambit of primary education. This led to more concrete planning and strategisation on providing resource support and remedial assistance to CWSN. As the programme progressed, many models of service delivery evolved with the sole aim of providing supportive learning environment to CWSN. The thrust was on imparting quality education to all CWSN.

⁴World Conference on Special Needs Education. 1994. The Salamanca Statement & Framework for Action on Special Needs Education, Salamanca, Spain.



National Trust Act (1999):

This Decade also saw the enactment of another landmark legislation in the form of “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability of 1999. This Act seeks to enable and empower persons with disabilities to live independently and provide support services to them within their families. Though the National Trust Act of 1999 does not directly deal with the education of CWSN, one of its thrust areas is to promote programmes, which foster inclusion and to train parents and caregivers on the care and management of CWSN.

Initial experiments and enabling legislation have highlighted the fact that education of CWSN is a thrust programme for the Ministry of Social Justice and Empowerment, the nodal Ministry dealing with disability related issues, and Ministry of Human Resource Development.

Translating Policy into Practice – Immediate Need in India:

All the facilitating policy and legislative and measures in place are supportive of the principles and practices of inclusion of CWSN in common schools. What is needed is translating these policies and provisions into practice. In the last two decades India has gained immensely from the implementation of programmes and projects, such as PIED, though being limited in its coverage. DPEP, with its wider coverage and flexible design provides a new stimulus for meeting the learning needs of CWSN, which is an indispensable requisite for achieving UEE.



Translating Policy into Practice

CHAPTER-II

THE EMERGENCE OF IED IN DPEP

The constitutional and legal obligations coupled with the success of PIED experiment in mainstreaming CWSN inspired the initiation of IED in DPEP. Moreover it was realized that Universalization of Elementary Education (UEE) could not be achieved unless all children, including children with special needs were brought to schools, retained and provided quality education that was equitable. To convert this conviction into reality, IED was made an integral part of DPEP.

The District Primary Education Programme

District Primary Education Programme (DPEP), a multi-faceted decentralized programme was launched in 1994 as a centrally sponsored scheme of the Government of India. It started as a holistic programme for primary education development in some of the most backward districts of the country. DPEP provided an ideal setting for promoting integration of CWSN as it provided:

- Phased implementation
- Local specific approach
- An opportunity for school restructuring/reform
- Community/school mobilization
- Convergence of all related programmes
- Flexibility for planning.

Beginning of IED:

The initial set of Guidelines for DPEP when the programme was introduced in 1994, did not provide for CWSN. Subsequently, however, the DPEP Guidelines were modified in 1997, to reach the integrable CWSN.

Initially it was decided that children with mild to moderate disabilities who were 'integrable' and in the relevant age group would form the target group for enrollment within the DPEP context. The second



• Assessment of CWSN

contemplated step was that IED would be launched in a phased manner, to begin with, and then gradually expanded to all the districts and blocks in the States. Various studies, ongoing models and projects have highlighted certain key aspects that are important for the success of inclusive education at the primary level. These include:

- Awareness generation
- Community mobilization
- Early detection and identification of CWSN
- Manpower development, with a special focus on in-service teacher training
- Resource support (academic and non-academic)
- Curriculum adaptation
- Multi-sectoral convergence
- Provision of essential assistive devices (aids and appliances)
- Removal of architectural barriers.

IED Guidelines in DPEP:

To operationalize the above-mentioned points, detailed Guidelines for IED were chalked out. These are given below:

“To provide for the Integrated Education of the Disabled Children, DPEP will fund interventions for the Integrated Education of primary school going children with integrable and mild of moderate disabilities. Towards this end DPEP will support:

1. Community Mobilization and Early Detection

- (i) Interventions for the community mobilization and parent contact to identify type, degree and extent of disabilities amongst the primary level age group.
- (ii) Early detection of disabilities amongst pre-scholars and provision for necessary skill building for the parents and the children of ECCE and school readiness programmes started under DPEP.

2. In-Service Teacher Training

- (iii) Development of skills and competencies for early detection of disabilities, functional assessment, use of aids and appliances, implementation of individualized education plans and monitoring of progress in all primary school teachers through in-service teacher training programmes.

3. Resource Support

- (iv) Garnering resource support for integrated education at block/district level through arrangements with NGOs and other organizations having expertise in this field.
- (v) Strengthening of DIETs in the field of Integrated Education to facilitate development of suitable in-service training modules, providing training to master trainers and continuous resource support to BRCs and CRCs for integrated education.

- (vi) A Programme Officer for Integrated Education at the DPEP district project office.
- (vii) The setting up of an advisory State Resource Group for integrated education in DPEP with at least three experts in this field.
- (viii) An apex level resource group at the national level to provide guidance, technical and academic support to Integrated Education under DPEP.

4. Educational Aids and Appliances

- (ix) Provision of essential rehabilitation and educational aids and appliances to primary school children, as per an approved list. Such items may be purchased through DPEP funds subject to first assessing available aids and appliances under existing schemes.



CWSN Using Aids and Appliances



School with a Ramp

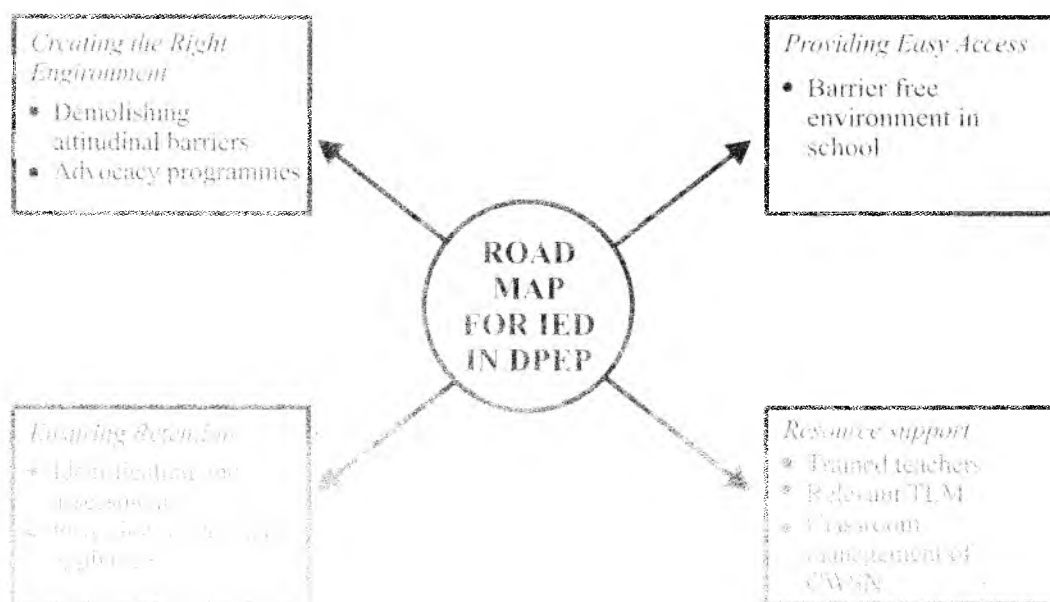
5. Architectural Designs

- (x) Development of innovative designs for primary schools and removal of architectural barriers in schools to provide an enabling environment for children with disabilities”.

Conceptual Map for IED:

The guidelines helped the States to draw up a road map, on the basis of which, planned action could be taken. This road map can be classified into four broad heads, viz creating the right environment for

inclusion of CWSN, providing them easy access, ensuring their retention in schools and promoting their learning. Negative attitudes and lack of appreciation of the value of educating CWSN pervaded the community and the school system. This was the first roadblock that had to be tackled so as to build a conducive environment for mainstreaming CWSN. The school system had to be sensitized and adapted by providing a barrier free environment so that the access could be easy. After working out the strategy for access, the next logical issue was retention of CWSN in the schools. For retention, it was important to identify in and out of school CWSN, assess them and to provide them the essential aids and appliances. Their attendance also had to be monitored regularly. Focus on planning for access and retention also brought to the fore capacity building of teachers. The teachers had to be trained and strategies had to be evolved for transacting the curriculum in a child friendly manner by developing relevant TLM. After the key activities that had to be undertaken in IED were conceived, their implementation began successively.



Planning for IED in DPEP States:

Planning for IED in DPEP States began in 1998. At that time the State implementation body needed to make a conscious decision as to whether IED will be launched simultaneously in all DPEP districts or phased out as given under:

- Only one district
- One block in each district
- Few blocks in one district
- Few blocks in all districts.

Many of the States initiated IED as a pilot programme in one or two blocks of each district. It was soon realized that adequate structures had to be in place to effectively manage the IED programme. Thus, planning also started for establishing appropriate structures for IED at various levels.

Infrastructure for IED:

The infrastructure for IED in most of the States mainly comprise a State Resource Group (SRG), District Resource Group (DRG) and programme officers for IED at the SPO and DPO. Depending upon the local resources available, the States could choose to provide support services to the CWSN at the block and the cluster level by either using NGOs or special schools or recruiting resource teachers or by imparting training to teachers. States like Tamil Nadu is providing such support to CWSN using NGOs.

State Resource Group:

The State Resource Group comprises at least 5-7 experts in the area of special education. The SRG also usually has as its members, representatives from special schools, NGOs and concerned government

department and schemes related to disability and individual experts who evince interest and involvement in the education of CWSN. The experts in the SRG are mainly from those areas of disabilities that are covered under DPEP. These are visual impairment, hearing impairment, mental retardation, learning disability and orthopaedically impaired.

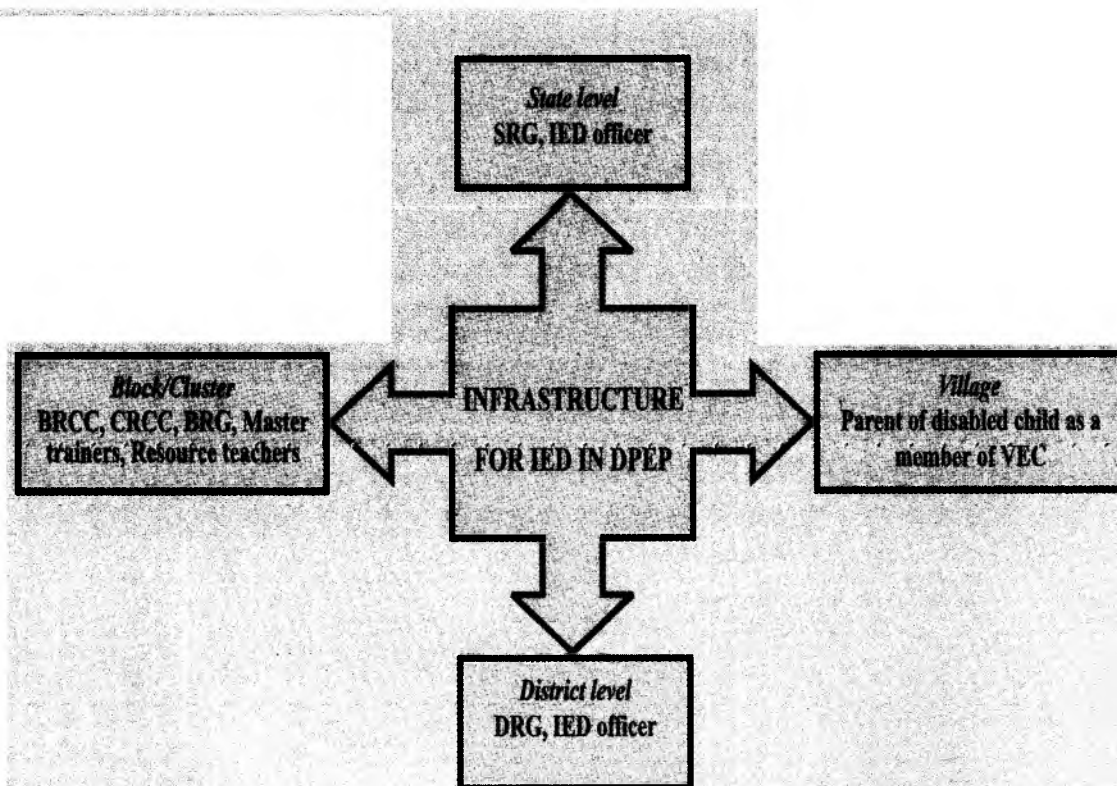
The States adopted a different pattern for appointing the state level coordinator for IED. States like Andhra Pradesh and Assam appointed a consultant, whereas States like West Bengal have a full time coordinator solely in-charge for IED activities and still other States like Karnataka have deputed an officer to take care of the IED work.

Besides, States like M.P. have actively involved SCERT entirely in the implementation of the IED programme.

District Level Interventions

Similar to the structure at the state level, the district level also has a programme officer for IED functioning at the DPO as well as the District Resource Group. The DRG comprises 3-5 members and provides academic and administrative support to the implementation of IED programme at the district level. The members of DRG are from DIET, NGOs, special schools and experts from each area of disability. The DIETs also help in preparing material/modules in IED. In Himachal Pradesh all the training programmes in IED take place in DIETs, with the purpose of strengthening the DIETs on inclusive education.

Introductory training/ orientation is provided for SRG/ DRG members to enable them to function effectively.



The major functions at the state, district, block and VEC level were also conceived at the same time. These are described below:

State Level Functions

The SRG has more of planning and advisory role. The SRG members are expected to review all the existing resources available in the State on IED. This is done by establishing linkages between various institution, government departments and schemes working in the area of disability. All the training modules are also standardized and finalized at the state level. Further, at the state level, a strategy to provide assistive devices to CWSN is also developed.

District Level Activities



District Level Functionaries Involved in a Camp for CWSN

Compared to the SRGs, the DRGs are more closely involved with the process of implementation and provide assistance in activities like micro-planning, survey and identification of CWSN. Planning for various training programmes also takes place at the district level. The DRG members also undertake field level assignments. At the district level is also compiled a block wise list of those CWSN who require aids and appliances.

Besides, future course of action and ways of tackling specific problems are also part of the agenda of the regular meetings held at the state and district level.

Block Level Activities

There are mainly three kinds of structures that are seen at the block level, which are again specific to the needs of the State. Some States like U.P., to begin with had constituted a Block Resource Group (BRG), comprising Assistant Basic Shiksha Adhikaari, PHC doctors, district co-ordinator in-charge for teacher training and trained teachers. Now the structure at the block level in the State consists of two master-trainers and two teachers who have undergone training in IED. The BRG is basically involved in the identification and inclusion of CWSN in regular schools. Alternatively, some States like Orissa and Haryana have recruited resource teachers to provide actual service delivery or resource support to CWSN. These resource teachers

Box – 2.1

Role of Resource Teacher

- Functional assessment of CWSN
- Use of aids and appliances
- Preparation of teaching learning material
- Suggesting curricular adaptations
- Make important suggestions and recommendations
- Co-teach general classrooms
- Provide spot tutoring
- Do remedial teaching
- Parental counselling
- Community mobilisation
- Peer sensitization
- Design specific teaching activities
- Prepare Individual Educational Plan
- Regular monitoring of performance of CWSN
- Collaborate with general teacher on a regular basis.

report to Block Resource Centre Co-ordinators (BRCCs). The role of resource teachers, as envisaged in these States, is given as **Box-2.1**. Some States like Tamil Nadu have imparted 10-day training to BRCCs, who act as master trainers, to further train general teachers.

These master trainers also initiate discussion on IED in the monthly BRC/CRC meeting. Further, at the block level, are also documented IED activities at the village and the school level.

In some States like Bihar, the Cluster Resource Centre Co-ordinators (CRCCs) are being oriented to IED so that they further train teachers in their respective clusters.

VEC Level Activities

To strengthen community-school linkages, VECs have been set up in all villages under DPEP. The VECs are mainly responsible for mobilizing the community to promote enrolment and retention of children in school. The VECs are also expected to play a role in monitoring and supervising the schools' overall functioning. The VECs are also playing the role in micro-planning.

To give a thrust to the IED programme at the grass root level, it was decided that every VEC should have parent of a disabled child as one of its members. Moreover, it would also facilitate discussion on IED related matters in the VEC meetings. The VEC undertakes the following activities on IED:



VEC Discussing Issues Related to IED

- Monitor implementation of plan at the local school level
- Monitor educational services for CWSN
- Provide an escort to a child having limited mobility, if needed
- Identification of volunteers from the locality for the purpose of conducting surveys, community awareness and providing support to teacher in the classroom
- To ensure that schools are adequately barrier free.

Special Features in the Structures of Different States

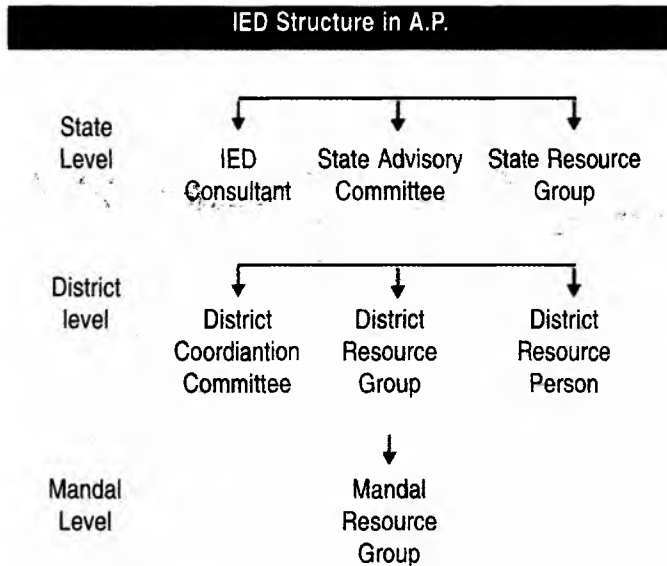
Depending on the needs, context and availability of resources, some States like Andhra Pradesh, Gujarat and West Bengal adopted slightly different mechanisms for implementing IED. Special features of the structures in these States is described in the succeeding paragraphs.

i. Structure for IED in Andhra Pradesh

IED programme management structures in A.P. are set up at state, district and mandal levels for implementation of the objectives of the IED programme. The State Advisory Committee consists

of the State Project Director, Additional State Project Director, Consultant, and representatives of National Institute of Mentally Handicapped, National Institute of Hearing Handicapped, National Institute of Visually Handicapped, an orthopaedic surgeon and a clinical psychologist. The State Resource Group is constituted of a consultant at the SPO and master trainers for mental retardation, hearing impairment, visual impairment, physiotherapist and clinical psychologist.

The District Coordination Committee consists of the District Collector or his/her nominee, District Education Officer, Representative of Department of Social Welfare and Assistant Director of the Department of Women & Child Development. Special educators from different areas of disability, audiologist, physiotherapist and a psychologist form the District Resource Group. A psychology lecturer from DIET, two special educators and representatives from NGOs are the district resource persons.

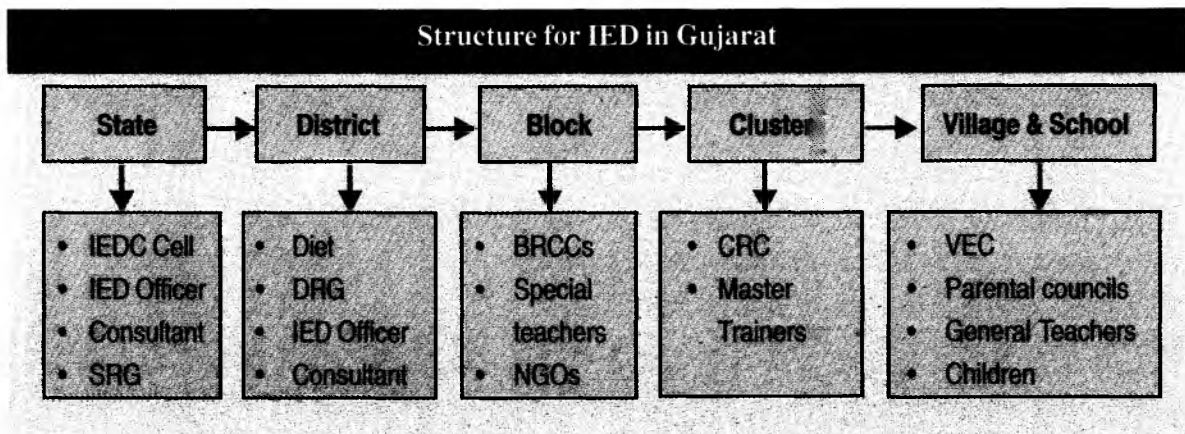


Special educators, mandal resource persons, representatives from NGOs form the Mandal Resource Group at the mandal level. The mandal level resource teachers work directly under the Mandal Education Officer (MEO). Officer, District Medical Officer, Additional Project Coordinator for DPEP, Assistant Director of Disability IED under DPEP in the State works in close collaboration with the IEDC scheme of Department of Secondary Education, MHRD and the SCERT. The Department of Disabled Welfare assists in conducting assessment camps and in providing aids and appliances to the CWSN.

ii. Structure for IED in Gujarat

IED in DPEP Gujarat is functioning with the assistance of IEDC cell in Gujarat Council of Educational Research and Training. A state level coordinator for IED is in place at the SPO. One expert in the area of special education is also working as a consultant in the State Project Office. Coordination and convergence has been established with various state level NGOs with the help of State Resource Group. The district level structures comprise the District Resource Group, DIET personnel and an officer in charge for IED at the District Project Office. The District Resource Group meets once in three months to plan future course of action. To draw upon the resources available within each district, networking has been established with NGOs and existing disability related schemes. At every BRC, resource teachers have been appointed for each area of disability covered under DPEP. The BRC also consist of resource room, which has all the special equipment and learning aids to be used for the purpose of teacher training. The resource teachers also carry this equipment when they visit the schools having CWSN. District level NGOs and Block Resource Centre Coordinators offer full support in the maintenance of this resource room. The resource

teachers also train the Cluster Resource Centre Coordinators and the master trainers in IED. The CRCCs and the master trainers have a record of CWSN from each village in their cluster. The Cluster Resource Centres are also being used for parental counseling. At the village level, besides every VEC having parent of a disabled child as its member, councils comprising parents of disabled children have also been constituted. Trained head masters, classroom teachers and resource teachers have regular meetings with these parental councils. CWSN enrolled in schools are provided academic support by the resource teachers that operate in an itinerant mode. Their progress is jointly monitored by the resource teachers as well as their classroom teachers.

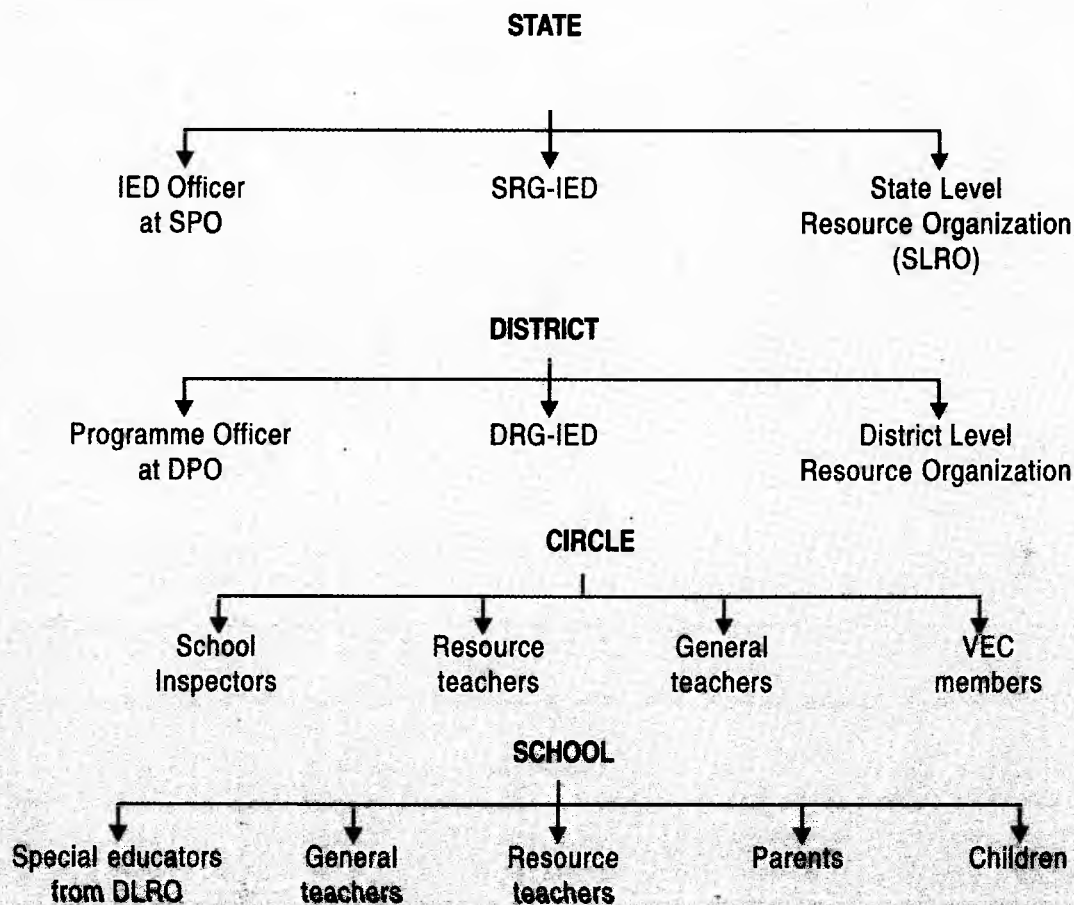


iii. IED Structure in West Bengal:

The structural management for IED in West Bengal DPEP at the state level consists of IED cell and a programme officer. Representatives from National Institute of Orthopaedically Handicapped, National Institute of Mentally Handicapped, National Institute of Visually Handicapped, Ali Yuvar Jung National Institute for the Hearing Handicapped, SCERT and NGOs working in the area of disabilities form the State Resource Group for IED. The main function of SRG is planning and strategy formulation of IED activities including field visits and convergence with IED cell at SPO. The State Level Resource Organization (SLRO) at SPO consists of representatives from organizations like Bikashyan for mental retardation, Speech and Hearing Institute and Research Center for hearing impairment, Society for Visually Handicapped for visual impairment and Indian Institute for Cerebral Palsy for locomotor impairment, including cerebral palsy. The main function of SLRO is training the key resource persons, capacity building of special educators of District Level Resource Organization (DLRO) and monitoring the IED activities.

At the district level, there is an IED cell and a programme officer at the DPO. Representatives from Department of Social Welfare, Chief Medical Officer, District Education Officer and NGOs working in the area of disabilities form the District Resource Group for IED. The main function of DRG is planning for IED activities for the district, conducting field visits and convergence with IED cell at SPO. The District Level Resource Organization (DLRO) ensures availability of special educators from each area of disability. The main function of DLRO is to provide comprehensive support and assistance to CWSN, teachers and parents.

IED Structure in West Bengal



The Circle Level Resource Center (CLRC) is equivalent to a Block Resource Center (BRC). There are roughly two CLRCs per block. The main function of Circle Level Resource Organization (CLRO) is to orient teachers, VEC/Ward Education Committee members on IED. The resource teachers as well as the special educators of DLRO make regular visits to monitor the schools under their jurisdiction. They also provide resource support to general teachers as well as to those CWSN, who are integrated in the regular schools.

After having set up the needed structures, there was now a felt need for training teachers who with the necessary know-how could cope with the problems and do classroom management of CWSN. Thus, started the journey of every state to devise effective methods and strategies to improve the skills of teachers to provide quality education to CWSN.

...

CHAPTER – III

STRENGTHENING RESOURCE BASE FOR CHILDREN WITH SPECIAL NEEDS

The goal of the EFA is based on the firm conviction that all children can learn. Learning can be facilitated by effectively using the principles of child-centered pedagogy. This can best be achieved by focusing attention on teacher training. But it is also important that during these trainings, teachers exposed to the principles of inclusion (**Box- 3.1**) so that they can honour diversity in the classroom and recognize the learning needs of children and use appropriate teaching approach.

Inclusive teaching approach calls for curricular and pedagogical reforms. The Salamanca Statement (UNESCO, 1994) proclaimed “that those with special educational needs must have access to regular schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs.”⁵ The National Policy on Education further states that, “a warm, welcoming and encouraging approach, in which all concerned share solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child centered and activity based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction.”⁶

Similar policy pronouncement could be seen in the Programme of Action, 1992 (MHRD, 1992), which states that, “curricular flexibility is of special significance for these (disabled) children. Special needs of these children will be met, if child centered education is practiced.”⁷

Box-3.1 **Principles of Inclusion**

- All school personnel should display shared responsibility and support for all students
- The teachers should have the potential capacity to work within a collaborative framework to meet the unique needs of all individual students when given adequate training and supportive services
- The effect of disabilities on students varies from individual to individual and the implications for inclusion differ accordingly
- The family and social circumstances of a child is also crucial for deciding whether a child can be placed in an inclusive setting
- Each student should have the opportunity to experience meaningful challenges, exercise choice and responsibility, interact collaboratively with others, and be actively engaged in developmental, academic non-academic, inter and intrapersonal activities as part of the educational process
- Implementation of these principles depends upon continuous community support, broad planning, training and evaluation
- An adapted school environment is needed to suit the needs of every child with disability.

⁵World Conference on Special Needs Education, 1994. The Salamanca Statement & Framework for Action on Special Needs Education, Salamanca, Spain.

⁶National Policy on Education, Department of Education, MHRD, Government of India, 1986.

⁷Programme of Action, Department of Education, MHRD, Government of India, 1992.

Based on the Programme of Action, some of the novel pedagogical initiatives of DPEP are:

- An attempt to structure the learning environment in a way so that students are motivated and are actively engaged.
- Actively engaging students in the learning process
- Preparing students to learn for a lifetime
- Considerable emphasis on activity-based and child-centered learning and
- Involving parents and community in the teaching learning process.



Child- to-Child Learning

The objective of these initiatives is to create inclusive schools where all children can participate freely in the process of learning. In these schools, it was expected that a sense of community ownership would be visible and diversity valued. Support networks for general teachers were created and the new role of teachers was that of facilitators in learning. The school was to be a place where all resources were expected to combine to design educational experiences to meet diverse students' needs in inclusive classrooms.

Resource support to CWSN in DPEP:

Based on the pedagogical reforms in DPEP, different States developed their own strategy and approach for providing resource support to CWSN as well as to build the capacity of the general education teachers in making them more effective to handle children with different abilities in the classroom. The approach and the strategy for teacher training being used by different States are given in the Table 3.1.

Table-3.1: Strategy Adopted by the States for IED for Training

Strategy	States
Resource teacher/itinerant teacher model	A.P., Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal
Long-term training (45-day)	Assam, A.P., Bihar, Chhattisgarh, Himachal Pradesh, Jharkhand, Karnataka, Kerala Maharashtra, Madhya Pradesh, Orissa, Uttar Pradesh and West-Bengal
NGO approach	Tamil Nadu, and West Bengal
Training of master trainers	Haryana, Himachal Pradesh, Kerala, Maharashtra, Madhya Pradesh Orissa, Tamil Nadu and Uttar Pradesh
Sensitization of general teachers	All the States

There have been three kinds of trainings in IED in DPEP. Firstly, IED has been made a part of all on-going teacher training programmes in DPEP. As a result, every teacher is broadly sensitized to the concept of inclusive education in DPEP. Secondly, the States have imparted special orientation to teachers for 3-5 days in IED in which the teachers are apprised of the educational implications of disability in regular schools. Thirdly, a longer-term training of the in-service teachers has been conducted, the aim of which is to give to the teachers a deeper understanding of the needs and problems of special children. This training was undertaken in response to the demand made by those States where no source of resource support was available for CWSN.

One of the major problems encountered in DPEP initially was lack of adequate and appropriate resource support required by children having special educational needs. Many States reported an acute shortage of adequately skilled teachers with requisite qualifications to meet the educational needs of CWSN in the primary schools. Since trained and oriented teachers were required in the schools to handle this group of children, an agreement was reached between DPEP and Rehabilitation Council of India, a statutory body under Ministry of Social Justice and Empowerment to standardize and regulate the training of all professionals needed for special education.

On the basis of this agreement, a foundation course was developed, wherein the primary school teachers under DPEP were to be provided face-to-face 45-day multi-category training on disability management. This training could either be imparted with the help of RCI recognized institutions available in the States or those NGOs that had enough experience in the area of disability. On the completion of this course, the trainees will be entitled to provisional registration with Rehabilitation Council of India (RCI). This course is also being offered through the distance mode. The details of this course are provided as **Annex-I**.

So far, in DPEP, through the mass teacher training 10.38 lakh teachers have been trained. 1.71 lakh teachers have been oriented through the 3-5 day orientation programmes. Approximately, 4066 teachers have been trained through the 45-day training. State specific teacher training details are given as **Table- 3.2**.

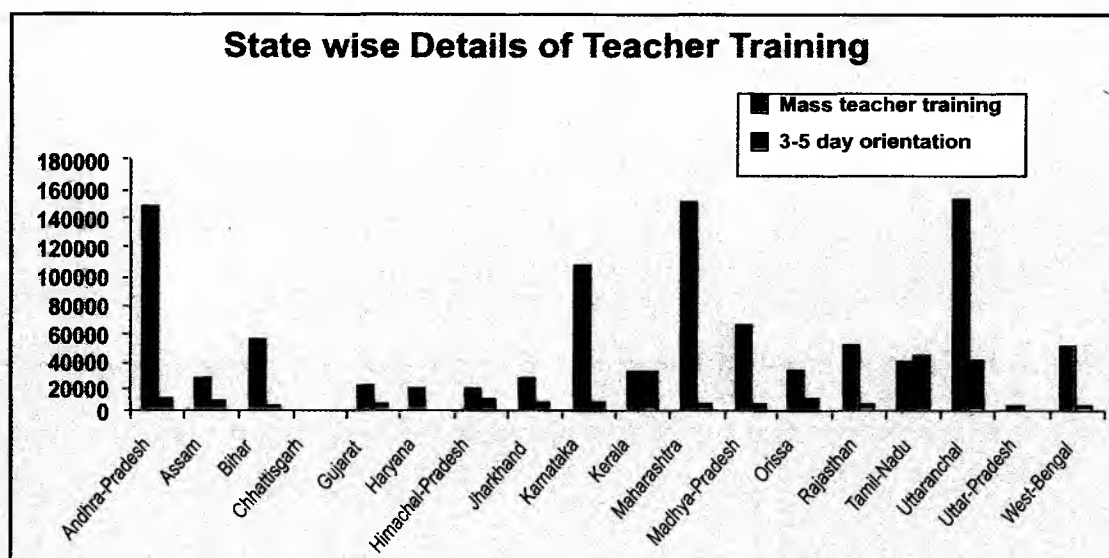
The process followed by different States in conducting training in IED is described below.

In Andhra-Pradesh, various training programmes have been conducted at the district and the mandal level. Resource persons at the district level consist of special educators, master trainers trained in special education and representatives of NGOs and DIETs. At the mandal level, special teachers and sensitized general teachers provide resource support to disabled children. Key resource persons and master trainers have been trained for 45 days. The expertise of resource persons from the national institutes has been utilized for training general teachers. For the purpose of training, modules developed by the SPO and the national institutes are used. Videos developed by national institutes were dubbed in Telegu and used for training. School readiness manual, which has been developed by National Institute for Mentally Handicapped for DPEP was also translated in Telegu and distributed in schools. A two-day training in IED was conducted in 10 mandals each of all the 19 DPEP districts. 40 teachers from each mandal were trained. A handbook dealing with the four major disabilities, causes, identification, assessment, fitment services, educational placement and classroom management of CWSN has been developed and provided to all primary schools.

Table 3.2- State Specific Details on Teacher Training in IED

S.N.	Name of the State	Mass Teacher Training	3-5 Day Orientation	45-day Teacher Training
1	Andhra-Pradesh	161031	7960	600
2	Assam	23036	7000	140
3	Bihar	56184	1895	123
4	Chhattisgarh			45
5	Gujarat	20100	4199	-
6	Haryana	18726	613	-
7	Himachal- Pradesh	16016	8823	288
8	Jharkhand	25128	2546	68
9	Karnataka	114335	5417	1758
10	Kerala	30000	30000	153
11	Maharashtra	165467	3650	341
12	Madhya-Pradesh	68112	2765	219
13	Orissa	30818	8156	82
14	Rajasthan	51589	3755	5
15	Tamil- Nadu	38011	43446	-
16	Uttaranchal	167254	38323	239
17	UttaPradesh	3129	105	5
18	West-Bengal	49844	2564	-
TOTAL		1038780	171217	4066

Source: State Reports 2003



Bihar-DPEP has developed a very strong 3-tier structure to provide assistance to CWSN. The state has conducted 45-day foundation course training for 117 teachers. These teachers would be placed at the block level to act as resource teachers. They would function in the itinerant mode covering a group of schools in close proximity to each-other. General teachers have been trained through the in service Ujala-II training module, which comprises a component on IED. The state has also provided a three-day orientation to CRCC's to give support to the CWSN. A constant follow up is done at the monthly BRCC/CRCC meetings for reflection and planning on IED. Another initiative being taken up by the state is that teachers in every district would be given an option to undergo subject based or need based training. The teachers would be given a choice on being trained either on language or EVS or arithmetic or on IED. The teachers who show their interest in IED would be given need based specific training on inclusive education. For this purpose, the state is also planning to develop an exclusive five-day module on IED.

DPEP Gujarat is focussing mainly on two kinds of training in IED. One is called the classroom teacher training and the other is general teacher training. The classroom teacher training is conducted for five-days with the help of resource teachers and NGOs available at the district level. Those teachers who have children with special needs in their classrooms are provided this training. The main focus of this training is on identification, assessment classroom management, supplementary TLM required by CWSN, adaptation of pedagogical activities keeping in mind needs of these children and peer sensitization. The general teacher training, which is conducted for three-days for all the teachers is conducted by master trainers and resource persons who are oriented to IED by the resource teachers and NGOs. The resource teachers also assist in conducting this training. The main emphasis of this training is on awareness, identification, referral services and attitudinal change. The state has a strong resource base at every level to assist CWSN enrolled in schools.

States like Haryana are strengthening the capacity of the block or cluster resource center co-ordinators



Training on TLM Development for CWSN in Haryana

(BRCC/CRCC) for service delivery to CWSN. All the CRCCs of the state have been oriented for five-days at district level on identification of disabilities, use and maintenance of aids and appliances and facilities provided by DPEP for CWSN. These CRCCs, in turn, act as master trainers, who further train general teachers. All the general teachers working in these districts have been oriented for two days on the different disabilities during summer vacation training camps. For the purpose of training, a module *Prayas* has been developed. The contents of this module are

on dispelling misconceptions about disabilities, different kinds of disabilities in DPEP, role of parents and teachers, assistance available from the Government for CWSN and list of organizations working in the area of disability.

To enhance the skills and capacity of the functionaries at various levels to provide quality education to CWSN, DPEP- Himachal-Pradesh has conducted various training programmes using a multi pronged approach. Both the state and district level functionaries were exposed to all aspects of IED through a series of training programmes. An orientation to IED was also given to all those involved in the planning and management of IED. The special focus in these training programmes was on identification, resource room management, role of resource teachers and general teachers, preparation of TLM and monitoring and evaluation of IED programme.

The state has conducted ten-day master trainers training for the capacity building of resource persons. The first round of orientation to general teachers in IED has been done, covering around 6500 primary school teachers in the district of Sirmour, Chamba and Kullu. Two days training module has been prepared for the orientation of general teachers in the state covering topics such as concept of inclusive education, introduction to disabilities, identification, assessment procedures, coping with children with special needs in classrooms and Integrated Education of the Disabled Children Scheme, 1992. The objective of this training is to prepare all general teachers on classroom management of CWSN so that they are equipped on the preparation and maintenance of an Individualised Educational Plan (IEP). A profile or an educational programme of every child with a special need has been developed by the state and all the districts are being regularly monitored to assess the performance of every child having a disability on the basis of an IEP. IED component has also been integrated in the general pedagogical interventions taking place in the state.

Preparation of Resource Teacher Training Course in H.P

Education of CWSN calls for adequate resource support. Since the state of Himachal- Pradesh did not have enough resource teachers who could be appointed for this purpose, it was decided to build the capacity of the existing teachers so that they could handle CWSN effectively in inclusive schools. DPEP- Himachal Pradesh developed a course for this purpose. This course for the multi-category in-service training of in-service teachers in IED was developed through the workshop mode. Sessions were made interactive and participatory, so that they could be in tune with the desired student centered pedagogy. Professionals in the field of IED, psychologists, educationists and special educators participated in these workshops. The trainees included DIET lecturers, and master trainers. The resource persons and participants developed a 190 session long multi-category training course (each session of 90 minutes duration) spread over 45 days to be administered in two phases of 21 days and 24 days with a break of about seven days.

The state has planned to develop a cadre of five IED trained resource teachers in every education block of the DPEP district. Every district selects five teachers, who are motivated and interested in the area of IED to undergo the 45-day training. The following criteria have been adopted by the state for the selection of these teachers:

1. Only those teachers are selected who are serving at the block head quarter, and are likely to continue in the same block in near future
2. The selected teachers must have at least ten years for their retirement, so that their services may be utilized for a longer period under the IED programme

3. Preference will be given to teachers who have passed the senior secondary examination
4. The selected teachers must have the desired attitude and aptitude towards IED.

The teachers are also trained to prepare disability specific TLM in this training. Sessions to prepare TLM are organized with resource support from the resource persons. Visits to institutions for the disabled are considered an important part of the training programme. During these condensed courses, the trainees visit the national institutes, their regional branches, schools practicing integrated education and special schools. Five sessions are kept for training on equipment use. These sessions are conducted in the resource rooms of the regional branches of National Institutes in and around the state and in NIVH Dehradun. Each trainee has to prepare case studies of three CWSN so that he/she receives hands-on experience on preparing IEP's. The trainee is also asked to submit the detailed case study of at least one disabled child by the end of the course. Sufficient print material is made available to the trainees during the training course.

At the end of the course, the trainees are also evaluated on how much they have learnt from this course. Five sessions are kept for the evaluation of the trainees. Objective type question papers are set and given to the trainees for responses. The responses are evaluated later.

IMPACT OF TEACHER TRAINING

The training programme held for inclusive education has helped me understand the problems of children with special needs and how to teach them. I have learnt that inclusion of these children in regular schools can help them get rid of so many fears that they usually have. I have myself decided to do something for these children. If more teachers are imparted this training, they will be highly benefited.

Shri M. Rooswelt, Akiveedu Mandal, West Godavari District A.P.

Through this training programme, it has become possible to impart education to children with special needs at par with other children. I have become more interested in teaching these children. I will now be able to give proper attention to the needs of these children and see that they do well in their studies.

T. Murthy, Vishakapatnam, A.P.

Whatever we have learnt from this training, to use that effectively will be one of the main goals of our life.

Dr. Vinod Dixit, NPRC, Mathura, U.P.

Before IED training, I was so ignorant about the needs and problems of these children, their feelings, their disappointments, their desires and loneliness. But now I am confident that I can handle children with different disabilities in my classroom.

Shivananda, Yelure Govt. School, Kamrajnagar District, Karnataka

This training is different from the others. It is quite challenging too. After this training, I will try my best to identify more such children in my class. I have learnt to teach these children, keeping in mind their needs.

Shri. Sona Ram, Tteacher, Primary School, Keshopur, Gangati, Bhojpur, Bihar

For the first time, I have got insight into the needs and problems of CWSN. My perceptions and thinking about them has been given a new direction. I feel that this endeavour of DPEP is indeed worth appreciating and many children with special needs will benefit from this training.

Chandradev Sharma, Rajkiya Primary School, Nahradhaur Block, Sirmour Nahan, H.P.

In Karnataka, major emphasis was given on training of in-service teachers in inclusive education. The Government of Karnataka is already running a one-year multi-category training course of resource teachers and is training regular teachers in inclusive practices through the DIETs. When DPEP-Karnataka expressed a need to develop a programme on inclusive education a pilot project was planned to build the capacity of the existing teachers. This training was to be done at the block level using a participatory approach.

The state DPEP under took a study to review the current status of education of CWSN. The study was done in two stages. Firstly, questionnaires were sent to personnel in education department including the teachers and secondly a one-day workshop was conducted for selected personnel like head masters, teachers, DIET personnel and Block Education Officers on inclusive education.

The findings revealed that although there was considerable change of attitudes among general teachers towards inclusive education, their knowledge on practical skills required for teaching special children were insufficient. The in-service teacher training had to be decentralized with more emphasis on practical skill training. Services rendered through resource teachers and general teachers needed close supervision and monitoring. Based on the study, a pilot project was developed in Karnataka with major emphasis on capacity building of the existing teachers. It was decided that the State Education Department would sustain the project.



Demonstration by Trained Teacher on Curricular Adaptation for CWSN

The trained teachers are role models and have the prime responsibility for meeting the needs of CWSN. They would further ensure that appropriate support is given to these children in learning with the help of classroom teacher. They would act as agents of change to promote the development of inclusive education in schools in rural society. The main aim was to develop existing teachers as resource persons and trainers who would be finally responsible to train personnel and provide educational support to CWSN. In this way, the message and purpose of inclusive education could be carried far and wide. Training would be decentralized and take

place at the cluster level to make it practical and need based so that it would reach out to CWSN at the classroom level.

The specific objectives of this training are:

- To provide the teachers an exposure to the field of disability
- To enable regular teachers to have a clear understanding of the philosophy of inclusive education and the need for such education in rural communities
- To provide teachers knowledge about identification, assessment and the needs of CWSN



Functional Kit for CWSN Developed by Karnataka

- To equip teachers with the knowledge of curriculum planning, adaptation/modification and evaluation of disabled children in regular classrooms
- To provide a clear understanding on the importance of role of the resource teacher in the implementation of the inclusive education (IE).

Design of the Training

A training package has been developed for training resource teachers cum master trainers. It consists of six modules focusing on the role of the resource teachers and regular teachers. This is given as **Annex-II**. Each unit consists of video programme and suggestions for group activity during training sessions. The course provides the participants with the following:

- Recorded video programmes of the various activities the resource teachers would perform
- A series of learning activities through group discussion, role plays, brain storming demonstrations, visits and group presentations
- Reference resource materials
- Suggested activities and readings

Two teachers per cluster were selected for undergoing this training programme, based on their interest and aptitude. The training was conducted in three phases. The first phase of the training was conducted at the block level and focussed on pre-integration training, identification and assessment. The second phase, at the state level, was on curriculum planning. The third level of training was again at the block level in which the teachers organized awareness programmes in their clusters, did lesson planning and gave demonstrations on how to teach in inclusive classes. A resource kit has been developed for teachers, which comprises a functional assessment manual and list of resources available in the community.

In Kerala, a three-day package on IED has been designed to impart initial training in IED to all teachers of all the blocks. The state has also developed an Adhyapaka Sahayi, a hand book for teachers Malayalam, Kannada and Tamil languages and Anubhavakurippukal (a bulletin for sharing of experiences). These materials were developed keeping in mind the major features of the activity based curriculum such as flexibility, pace of learning, individual learning styles and child-friendly illustrations. A video *Tamsa Ma Jyotirya Gamaya* has been developed on various aspects of inclusive education.



Using Computer in the Education of CWSN

DPEP- Kerala in convergence with the National Institute of Speech and Hearing has developed a programme for CWSN. Through this programme, computer assisted instruction will be used to improve the language of hearing impaired children. A three-day training has been imparted to the block level resource teachers, master trainers and District Resource Group, based on the software developed for this purpose. In this programme, the trainees were exposed to various activities related to reading, writing and arithmetic using computer. Research on computer-assisted instruction has shown that it improves the children's conceptual understanding as well as improves their problem-solving skills. The achievement expected through this programme is that it will help the hearing impaired children in their ability to comprehend ideas, besides improving their vocabulary and inquiry skills.

Using NGOs in training

With the help of NGOs, States like Tamil-Nadu and West- Bengal are training teachers on special methods like total communication, sign language, curriculum modification, behavioral management, peer sensitization and attitudinal changes. The strategy adopted by the state to provide resource support to CWSN with the assistance of resource teachers is:

- The resource (itinerant) teachers visit the schools regularly, after collecting the list of schools where CWSN are studying
- The regular teachers observe them while the resource teacher teaches the special child
- The resource teachers contact the parents and educate them about the special efforts required at home for behavior change, progress in speech, physiotherapy and activities of daily living
- The resource teachers also coordinate with the DRO to assist the parents in getting scholarships and other aids and appliances
- After their visits to the schools, the resource teachers train the CWSN, based on their special educational needs
- They also meet the parents and talk to them about the need of educating and sending their children to schools
- Special care is taken to see that the seating arrangement in the classroom is proper according to the special needs of the children.

In U.P., IED has been included in the in-service teacher training module so that each and every teacher is aware about the need and importance of educating CWSN. A handbook in Hindi for general teachers covering all disabilities has been published and distributed to the general teachers in the five-day training. Besides this, folders entitled *Shamtayein Anek*, *Ashmta Ek* have been developed on different disabilities through various workshops for guidance of parents, teachers and community members. A video-cassette has been prepared covering classroom management, training, medical assessment and use of aids and appliances.

West- Bengal DPEP provides a six-day intensive training for one teacher from each school in the block selected for IED intervention. This is a 40-hour training, which includes 10-hours in each area of disability. These teachers are trained directly by the State Level resource Organization. State level experts developed the module and materials that is used for this training. The monitoring of this training is undertaken jointly by the State Resource Group and State Project Office. The state has come up with a resource kit. Developed by State Resource Group and State Level Resource Organization, the resource

शिक्षक हस्तपुस्तिका (समेकित शिक्षा)



अमतासु अनेक अक्षमता एक

दृष्टि विकार



उ०प्र० सभ्यी के लिए शिक्षा परियोजना
राज्य परियोजना कार्यालय
निसासगज, लखनऊ



Handbook and Brochure Used for Teacher Training in U.P.

kit consists of different teaching learning materials for educating CWSN. It has been provided to all schools under the IED blocks. Some other material prepared by the state for IED is:

Sarkari Nirdeshiabolir Sankalan Grantha: This is a compendium of Bengali translation of different Government orders and circulars related to disabled persons including Persons with Disabilities Act, 1995.

Sahayak Pustika: Various facilities available for the CWSN, especially in the areas of education, medical and rehabilitation are described in this booklet.

Smanitwa Siksha-Kichu Bhabna: This deals with the concept of normalization, mainstreaming and integration as well as the role of different agencies in integrated education.

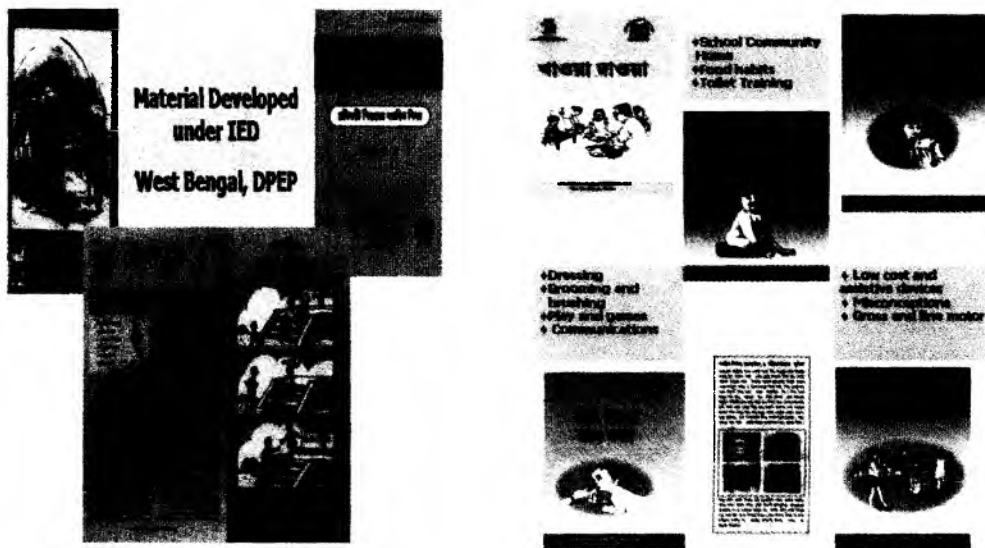
Shikshak Prashikshan Module-Pratibandhidar Samanitwa Sikshe: This is a module for general teacher sensitization programme. This explains the concept and strategy for implementing IED and provides disability wise guidelines.

Bishesh Path – 1 – Pratilandhi Sishuder Janya Samanitwa Siksha: This is a reference book for the teachers and gives tips for tackling CWSN in classroom situation.

Comprehensive suggested reading: This material is for teachers of primary schools and other functionaries including special educators of District Level Resource Organization. It consists basic information on how to handle CWSN at school, home and community.

Leaflet **Samanitwa Shikshya Janagan O – Abhibhabakder Bhumika** has been printed for the parents and local community members on early detection of CWSN.

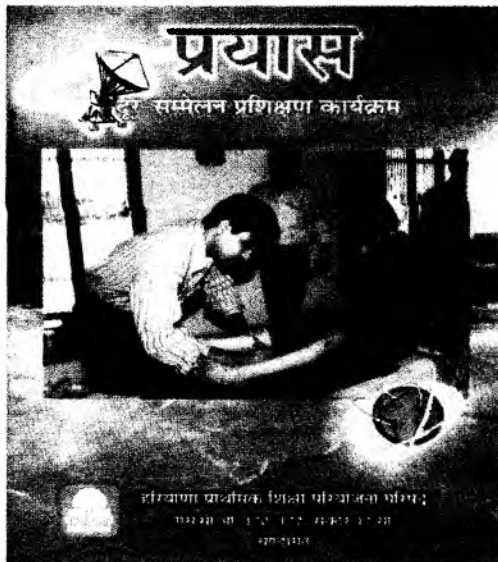
The State of West Bengal has also developed some material for parents and teachers on IED, which can be used for the purpose of training through the distance learning.



Distance Learning Material on IED Developed by DPEP, West Bengal

Using tele-conferencing for IED:

A tele-conferencing has been organized on IED by DPEP Haryana, Himachal Pradesh, Tamil- Nadu, Andhra Pradesh and Kerala for nearly a 1000 parents, Aaganwadi workers (AWW), VEC members, teachers and CRCCs.



Tele-conferencing modules on IED by Haryana and H.P.

Various initiatives taken up by DPEP have shown that inclusion of CWSN is possible and the need of the hour is to facilitate its expansion. Inclusion seems to be an imperative to reach out to all CWSN. Inclusion of these children has created a demand for multi-sensory instruction for teaching in the general classrooms, and therefore, by having CWSN, general teachers have become better teachers. The inclusion concept acknowledges the diversity present among the children in the general classrooms and addresses the fact that every child is special. In general, the inclusive practices in DPEP have shown that

mainstreaming CWSN in the general classrooms would throw more challenges and in addressing these challenges, the schools become effective schools and the teachers become effective teachers.

However, these practices also revealed that success of inclusive education depends on how well the general education system is responding to the challenges of educating CWSN in general schools. DPEP has given rise to many questions in this context such as:

- Is the general education system currently equipped to meet the educational needs of these children?

The answer is “no”. Though it is an accepted concept that general education should be equipped to facilitate inclusion, it is yet to be equipped to realize the total objective of inclusion.

- Can the general teachers be prepared to meet the educational needs of these children?

Yes, if short-term crash courses are organized for all in-service teachers in handling these children. The course may be for duration of two to three weeks. The content areas may include the following:

- Different kinds of special needs
- Psychological implications of disabilities
- Learning behaviors of children with disabilities
- Plus curriculum activities
- Assistive devices/use of aids and appliances
- Preparation of teaching aids, learning materials
- Adaptation of existing devices for children with disabilities
- Teaching methods
- Evaluation procedures
- Would the training given to teachers in such a short duration, say two to three weeks, sufficient to teach CWSN in inclusive setting?

Whenever we talk about CWSN, we think of those who are severe and profound. These children definitely need attention from the classroom teachers. However, research reveals that this group constitutes approximately 10% of children with disabilities, whereas 90% of them, who are mildly and moderately disabled, require occasional assistance. The ideal inclusive setting would enroll CWSN of all categories and also of different levels of disability. All of them may not require the same kind of assistance. Some may rarely require guidance, whereas others might need continuous help. The children in inclusive education may be classified as follows:

- Children with mild disabilities who can be handled by general classroom teachers with short training
- Children with mild/moderate disabilities who need occasional resource support
- Children with moderate/severe disabilities who need resource assistance including corrective aids and more frequent help in academic areas
- Children with severe disabilities who require specialized and continuing resource support.

- What is the viable alternative in case all teachers can't be oriented to disability issues?

Orienting all school teachers in the country immediately may not be feasible due to the problems anticipated in logistics as well as in resources. However, one teacher from each school in the country can be trained during the first phase. They in turn can provide training to other teachers in schools. While this takes care of the in-service teachers, adequate content on disability issues must be incorporated in the existing pre-service teacher preparation centers at all levels in order to prepare the future teachers to work in inclusive setting.

- What may be the composition of specialization of these special teachers?

Disability categories are growing. Two decades back, training organizations were mainly concerned about blind, deaf, mentally retarded and locomotor disability as the four major categories of disabilities and training too revolved around these areas. At present, the categories such as learning disabilities, cerebral palsy, deaf-blind, low vision, multiple disabilities, autism etc., too are growing. Multi-category approach in teacher preparation is a major concern now. Many organizations are advocating this concept as a viable approach for universalization of primary and elementary education for CWSN. DPEP has also adopted this approach.

This chapter provides an overview of teacher training practices adopted by different States to promote inclusion. The best practices would still need to be observed for some time and conscious decision taken on which of them need to be encouraged. However, these practices also brought to centre stage the fact that inclusion does not only mean mainstreaming CWSN in regular schools, but also integrating them in the social fabric of the community. Let us now take a look at how the States have tried to achieve this.

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CHAPTER – IV

INVOLVING THE COMMUNITY

“The appropriate government and local authorities shall educate the public through the pre-schools, schools, primary health center, village level workers and Anganwadi workers and also create awareness amongst the masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted.”

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

As the States planned their own strategies to empower teachers, they also recognized the importance of involving community-based organizations in the educational process of CWSN. For the long-term success of inclusive education, it was imperative to make the community aware of the needs and potential of CWSN. The role of community under DPEP is considered quite central in its attempt to achieve Universalization of Primary Education. Decentralized approach in DPEP has resulted in:

- **Increased community ownership**
- **More successful implementation of planned interventions**
- **Community-school linkages**
- **Increased awareness**
- **Increased parental involvement**
- **Positive attitudinal change.**

Various strategies have been adopted by the States to mobilize the community on IED related issues. In IED, the major areas in which the community is playing a major role are planning, delivery of services and monitoring. One set of programme activities has focused on community mobilization on issues like enrolment and retention of CWSN, whereas other activities have emphasized on informing the community on various schemes and provisions available for CWSN. Strategies used in the different States include enrolment drives, campaigns using cultural/folk arts, puppet shows, pad yatras and rallies, celebration of International Day of the Disabled, MTA/PTA meetings, ma-beti melas and publicity during village fairs. A variety of publicity material in the form of posters, leaflets, songs, and script for plays, audio and video-cassettes for use during such campaigns have been developed.



Jhanki of CWSN in Haryana

Mobilization activities have also helped to actively involve the community in IED. The organizations through which DPEP attempts to encourage participation of the community in educating CWSN include the VECs, SMCs, Parent Teacher Association (PTA), Mother Teacher Associations (MTA), Anganwadis and Balwadis. Parent of a disabled child has been made member of the VEC.

Community Awareness Programmes:

Awareness programmes on IED are both general and specific in nature, depending on the culture and tradition in a particular State. By general it is meant that all the States have taken up some common activities in IED to spread awareness. Novel initiatives, which are very specific to the State are need-based, depending largely on the context and specific cultural norms.

The common initiatives taken by all the States in IED for community awareness are:

- Orientation to VEC members on early detection, stimulation and timely intervention
- Orientation to parental groups
- Regular meetings of PTAs in which IED related issues are discussed
- Development and dissemination of printed material on IED
- Advocacy meetings
- Use of folk media, songs, sports, dance and other cultural events for awareness generation on IED
- Preparation of modules for VEC/parents/mothers
- Extensive use of electronic media to encourage community involvement

Nearly all the States have taken novel initiatives to generate awareness amongst the masses about the importance of educating CWSN. This chapter highlights some State specific initiatives on community awareness in IED.

In Andhra-Pradesh, orientation to VEC members and parental group is conducted with the help of State level staff. These included organizing gram sabhas, village education committee meetings etc. Parental groups have been sensitized to inclusive education. The Anganwadi and ECCE centers are being used to screen infants and pre-school children. For this, an early intervention programme has been developed. Other initiatives in community awareness include development of posters to create awareness, sensitization of school education committees, kalajathas and wide publicity of the Janmabhumi scheme.

Before initiating IED activities in Assam, awareness campaign was organized, involving community members, DIET faculties, doctors and other organizations working at the grassroots. Information material has been developed and distributed to the parents and community. To generate awareness in the community, advocacy meetings were held and local volunteers from the community helped in conducting survey of CWSN. The Mother group and mahila samiti's have been strengthened and informed on disability

related issues. The component of disability is included in the enrollment drive week. Awareness is also created by observing the International Day of the Disabled on 3rd December every year.



A Rally in Gujarat on World Disabled Day

DPEP- Gujarat has taken a number of important activities to seek the support of the community. In Banaskantha district, out of 1315 number of villages, 776 VECs have parent of a disabled child as a member. 964 parent councils have been formed. All the members of these parent councils have been sensitized to IED. Similarly, in Panchmahal district, out of 1798 VECs, 1518 VECs have parent of a disabled child as a member. All the 655 parent groups in the district have been oriented to IED. In Dang, 309 VECs have parent of a disabled child as their representative, out of the total

of 311 villages and VECs. 21 parental groups have been sensitized to IED. A set of six posters has been developed and distributed in all schools for community awareness and parental counseling. Stories, dialogues and dramas are published in periodic magazine Prathmik Shikshan Sarvani for attitudinal change in general teachers and project staff. A set of five books consisting of success stories of the CWSN has also been developed.



Removing Myths Regarding CWSN

To create awareness among teachers and community, DPEP Karnataka uses songs and street plays. A video-cassette for the purpose of teacher training also has a slot, which describes the role of community. It also has a component of awareness generation. Community is also involved by enlisting the co-operation of self-help groups and Panchayati Raj institutions.

In Kerala, community awareness camps have been conducted in all blocks to mobilize the local communities. Local body



Street Play Organised by Trained Teachers on IED in Karnataka

members, social workers, PTA/MTA members etc. are the participants of this programme. Parent Education Programme has been organized for the parents of visually and hearing impaired children in primary classes through tele-conferencing.



Awareness Material by Kerala

DPEP Tamil-Nadu is working in close collaboration with NGOs to apprise parents of the value of inclusive education. Home visits are conducted by special teachers to guide the parents. The parents are also informed about the incentives and government schemes available for CWSN. Scholarships and aids and appliances are provided with the assistance of District Rural Development Agencies (DRDA) and other voluntary organizations. Competitions, tournaments and sports are also held for CWSN. Special centers for mentally retarded children have also been opened in Ramanathapuram district. These centers, which run after school hours, offer parental guidance and counseling. CWSN are encouraged to participate in the school programmes so that the parents and the public have greater expectations from them and their hidden talents are actualized. Visits to noon meal centers are also made by Balsevikas, who are motivated to take special interest in those CWSN who are coming to these centers. The VEC members also monitor development of barrier free schools.

In Uttar-Pradesh, VEC is expected to give special attention to enroll CWSN. To sensitize VEC members along with community, IED content has been included in 3 days training module. About 200 awareness workshops have been organized in blocks and Nyay Panchayat. Parents of CWSN, teachers, VEC members, Gram Pradhan and community members participated in these workshops. Integrated sports and cultural meets are organized at block and district level. Camps of disabled and able-bodied children are conducted to sensitize the peer groups on the needs of CWSN. In the assessment camp, parents are counseled on the use and maintenance of aids and appliances. A chapter 'Dosti' has been included in class III EVS textbook. Class VIII Hindi book contains a chapter entitled Aparajita to motivate the peer groups and sensitise them to the social and educational potential of CWSN.

In DPEP - West Bengal, the Integrated Child Development Scheme (ICDS) supervisors and Shiksha Sahayika have been oriented to mainstream CWSN. Wall writings have been done at the Gram Panchayat level to inform the community regarding the abilities of CWSN. VEC members also take up the issue of how to educate and rehabilitate CWSN with parents and panchayats.



Children Involved in Sports Tournament

DPEP has succeeded in involving the community to a large extent not only in planning and management, but also in actual service delivery and monitoring of IED activities. However, while the achievements have been significant, the road ahead is long and arduous. Delegation of authority to various grass root level organizations is yet to be made. Progressively as we do achieve greater decentralization, the IED programme is likely to get a more powerful thrust and become more relevant to community needs and aspirations.

VOICES FROM THE GRASS ROOTS

I am happy that like other children I am also going to my village school. With the support of my teachers and family, I am able to take part in all the activities of the class.

Babul Rabha, Polio affected child, Goalpara District, Assam

“As the children are enthusiastic in taking part in the cultural programme, we are sponsoring prize articles for them.”

Thiru. T. Mannu, VEC member of Kilpenathur, Thiruvannamalai district, Tamil Nadu.

“My son, Awdhesh feels very happy after going to school. Nothing in this world can make me more happy than his happiness.”

Mother of a disabled child, Aigain Village, Unnav District, U.P.

“I like studying with other children. My favourite subjects are Hindi and Art. I want to be a teacher when I grow up.”

Sangeeta, locomotor impaired child, Hasanganj Primary School, Unnav District, U.P.

After being imparted training on IED, we have learnt a lot about their education. We learnt about their right to education as mentioned in the Act of 1995. We can help these children in obtaining disability certificates. Our village community is trying its best to help these children and from time-to-time prizes are also given to them. We have indeed found this training very useful and we will endeavour to provide all support to the disabled children.

Devki Nandan Pant, Gram Pradhan Kaandkaroli Village, Berinaag Block, Pithoragarh, Uttranchal

No matter how many difficulties we have, we are sending our child to school. Our child is very comfortable with the teachers as they are affectionate and caring. Even the other children in the class are very helpful. Our child is not labeled as someone whose needs are different from the other children in the class.

Ramappa, parent of a child with a special need, Bellary district, Karnataka

After joining the Zila Parishad School, my child is able to learn with the help of other children. My child is getting lot of opportunities for social interaction. The teacher is also giving special attention to my child. He is participating in all the cultural programmes with other children.

Bajirao Aadagale parent of a child with a special need, Beed district, Maharashtra

CHAPTER – V

INITIATIVES IN THE MAKING

Heightened awareness and various training initiatives taken up by the States in IED gave birth to some specific novel interventions. The States implemented a number of novel initiatives to continuously explore various possibilities and to try new ideas and innovations. This would also provide to the States an opportunity to reflect on their efforts. These initiatives ranged from theme based camps in Orissa and orienting MTA/PTA in Maharashtra to opening school readiness centers in Assam and training Key Resource Person from the Family in West Bengal. The main objective of these initiatives was to reach a child with special needs through such approaches, which were considered most appropriate for him/her. The novelty of the approaches lies in the fact that they had never been tried before through any other scheme or project. These experimental approaches have yielded worthwhile results. A few of these have been mentioned in this chapter.

School Readiness Programme for CWSN in Assam

Every child with special needs has difficulty in learning, activities of daily living including eating, dressing, walking and other survival skills. Special training also needs to be given to CWSN in interpersonal skills. Emotional development has to be guided so that the child is able to interact appropriately in a group situation. The specific training required by CWSN depends on the nature and extent of the child's impairment.

Therefore, after conducting a series of workshops and seminars, a local specific strategy to impart pre-integration training to CWSN using the ECE centers was worked out by DPEP Assam. This involved equipping the ECE and AS centers to meet the needs of CWSN and providing hands on experience to parents in preparing these children for school. A one-day orientation was given to the newly appointed ECE and AS workers during their induction training to enable them to understand the difficulties faced by CWSN and to encourage them to accept these children in their centers. These orientations largely helped in harnessing support to conduct IED activities like survey for identification at the village level.

The ECE and AS workers also had actual social and emotional interaction with CWSN. It also helped them learn about spontaneous integration through public awareness programmes, peer involvement etc. The village people provide the venue for conducting a meeting, which is generally a school, sangha,



A Visually Impaired Girl Learning in a Readiness Centre in Assam

namgarh, moktabs or a church. These centers are run by District Level Resource Group, who also conduct home and school visits. Teaching in these centers is on the basis of those learning principles, which are at the core of DPEP's pedagogical renewal exercise. Some of these principles are teaching keeping in mind the child's level of learning, providing ample opportunities of practice and drill before total concept mastery and linking learning to real life situation, in order to help children to generalize the skill learnt.

Assam - DPEP is one of the pioneering States to have initiated the concept of readiness centers for CWSN so that they are also included in the umbrella of primary education. A readiness center is a center, which aims to assist in preparing the CWSN for school. So far, 207 such centers are functioning in the nine DPEP districts and 2289 CWSN have been enrolled in formal schools from these readiness centers.

The main achievement of these centers has been that it has attracted the non-disabled children to attend classes along with the CWSN. This initiative has brought a ray of hope in the lives of CWSN and their parents. Educable CWSN, who were previously out of schools for different reasons, are now found attending the neighbourhood school or AS centers. The community at large is also becoming aware of the need of educating CWSN and is attracting an overwhelming response from all sections of society. Voluntary donations provided by the community to set up these centers is a fine example of community ownership and participation in educating this group of children.

Orienting MTA/PTA to Disability in Maharashtra

In all the MTAs and PTAs in DPEP- Maharashtra, the parents are being sensitized to IED. ECCE and AS centers are being used to impart pre-integration training to CWSN. The parents have been informed about identification of CWSN. Discussions are held about IED in the meeting of VECs. Micro-planning exercise was conducted in all the villages and municipal council areas of all the nine DPEP districts with full involvement of VEC and community members. The parent/mothers sensitization module, which was prepared by the experts in the area of disability, consists of the following:

- Prevention of disability
- Identification of disability
- Mis-conceptions about disability
- Timely intervention
- Need for educating CWSN
- Information about home management programmes
- Prevention of secondary or tertiary handicap
- Rights of CWSN
- Various government schemes and concessions
- Various options available in education like non-formal education, open schooling etc.
- Empowerment of the CWSN.

Almost all the members of MTA have been oriented for detection of diseases/ disability among the children. Efforts are being made to integrate this programme with the interventions going on under 'Girls Education'. Under 'Girls Education,' a MTA is established in every primary school. The meeting

of mothers is held once in a month and discussion is held on various subjects. Early detection and treatment of disabilities is essentially made an important part of all these meetings. District gender co-ordinator (Zilla Mahila Sanchalika), Block gender co-ordinator, Cluster co-ordinator and teacher at school level regularly organize training camps on prevention, early detection and treatment of childhood disabilities.

Theme Based Camps in Orissa:

Theme based camps are being organized for the CWSN at block/cluster/gram panchayat level in eight DPEP districts of Orissa. The main objectives of these camps are:

- To motivate CWSN and their parents towards primary education
- To identify and develop innate capabilities of CWSN
- To develop in them self-confidence and prepare them for an independent life.

The programme schedule for theme-based camps (**given as Annex-III**) was developed in a workshop at the state level. This schedule was provided to each district. It was decided that a camp would be held every month, based on a particular theme related to inclusive education. The districts were also advised to send a detailed report of the camps to the State Office regularly. So far, 4254 CWSN have benefited from 810 such camps.

Both enrolled and out of school CWSN take part in these camps with their parents. The parents are also motivated, counseled and encouraged to send their CWSN to schools. The resource teachers help the parents solve the problems related to their child at home. Special teachers, class teachers, BRCC/CRCC organize the programme in their respective blocks and clusters. Different types of competitions and programmes are conducted to help parents and CWSN realize the importance of education. In this way, a parent learns to focus on and use his/her child's strengths to optimize his/her learning. Parents in these camps gradually learn the principles of effective care of such children and their parent also comes to know about a range of strategies that promote positive relationships, purposeful learning, and the special field of disability education and well-being of their children. It is generally seen that these camps express interest in consulting and other experts regarding the being of their children.



Resource Teacher Providing Remedial Assistance to a Child having Special Needs in a Theme Based Camp in Orissa

These camps, which are seen as a medium to facilitate integration, acceptance and sensitization, are conducted to promote art and kinesthetic sense, language development, social and emotional behaviour and cognitive development. Various activities are conducted in these camps in each of these areas. For example, for the development of art and kinesthetic sense, activities like painting, drawing and tracing

are used. Language skills are promoted by using strategies of story telling, picture arrangement and other such similar activities. Techniques like play, drama; and music are used to encourage social and emotional aspects of behaviour. For the development of gross motor and fine motor skills, activities like walking, balancing, sorting, cutting and pasting are undertaken. Building of cognitive areas is encouraged through problem solving exercises. Different activities are designed to facilitate growth in these areas. A few of these are given in **Table 5.1**.

Table – 5.1

Some Activities being used in Theme Based Camps in Orissa to promote Integration

No.	Activity	Material Required	Description	Objectives
1	Look and find	Cardboard, scissors, paint brushes	Call children one by one Show them one of the strips and ask each child to spot out the figure that is different.	<ul style="list-style-type: none"> • Develop visual discrimination • Increase observation skills
2	Touch and feel	Pebbles, cottons, twigs etc.	Call children one by one and place different object in front of them. Ask each child to feel the object and classify them into two categories, head-sort rough – smooth.	<ul style="list-style-type: none"> • Sharpens the sense of touch. • Development of the concept of texture.
2	Find your friend	–	Ask children of team A to choose a partner from team B. Once the partners have been selected the teacher gives a clap or a beat on the dhapli. The children in the inner and outer circle start running in the opposite directions. The moment the beat stops, the children of both the teams stop running and look for their partners and run to the teacher.	<ul style="list-style-type: none"> • Improves interpersonal relationship, • Develops social interaction and bonding.

Learner Achievement Programme in Kerala

In regular schools, the teaching and learning material is being used to improve learning of children. The TLM, if not modified according to the capacity, needs and interest of CWSN might not prove to be very useful. Realizing the importance of this fact, DPEP Kerala identified the difficult areas in teaching learning materials in different subject areas. This was done with the help of experts through a series of workshops. The TLM was also classified according to the level of difficulty. Various tasks and activities that were being used under each subject were then analyzed. These activities were grouped and modified keeping in mind the pace of learning of each child.

To achieve task analysis of TLM, class wise and subject wise grouping was done. The TLM of reading, writing and arithmetic of class I & II were grouped together and TLM of language, arithmetic and EVS of class III & IV were grouped together. The final goal of each learning task was broken down into incremental steps and arranged in order of complexity with each item being a pre-requisite for the

subsequent one until the final goal was reached. The activities expected to be performed by non-disabled children in a regular classroom were split into subsequent sub-components according to the mental age of the CWSN.

The activities, that were taken as incremental steps, were grouped on the basis of those that could be learnt using methods such as peer tutoring, cooperative learning, content mastery classes and multi-sensory approach. The final outcome of this programme was development of an activity bank for CWSN.

This is the first and foremost attempt by DPEP-Kerala to raise the achievement level of CWSN. On the basis of this programme, the state is also planning to develop a feed back mechanism that would help in conducting periodical assessment of the performance of the CWSN.

Syantana Vedi Camps in Kerala

To improve the achievement of learners with special needs, Syantana Vedi Camps (evening camps) are being organized during week – ends and holidays. The main objectives of these camps are to improve the achievement of learners with special needs through remedial practices, to address the behavior problems of learners through various techniques such as role play, group work, co-operative learning etc, and to give guidance to the parents about activities that would increase home-school convergence. The participants are resource teachers, general teachers and peer groups. The beneficiary groups are CWSN from Standards I – IV and their parents. The Syantana Vedi Camps, as a novel initiative in Kerala, has been a big success in providing resource support, parental guidance and counseling and also training to the CWSN. So far, 392 such camps have been conducted in all the 55 blocks covered under DPEP.

Simulation Park in Tamil Nadu

A good way to facilitate inclusion is to involve local schools in building low cost ‘Simulation Park’, which can be used by all children. In the rural community, it is best to develop a park using local low-cost material. The main aim of this simulation park is to give CWSN and their peers a chance to be able to experience various kinds of play equipment jointly. Since this playground is for the benefit of both disabled and able-bodied children, each school can easily build this playground at a low cost. The play equipment can be designed depending on the child’s abilities. For this reason, a playground made of tree trunk, poles, old tyres, gunny bags, hay, ropes as such material is more appropriate than a fancy metal playground built by skilled crafts men at a high cost.

Low Cost Simulation Park in Tamil Nadu

In Polur and Kilpennathur blocks of Tiruvannamalai district in Tamil-Nadu, the Block Education Officer and the resource teachers have worked together and built this simulation park in various schools, with used tyres, wooden bars and boards. They have built merry go-rounds, seesaws, swings, balance boards and parallel bars. All this equipment is not only used for play activities, but they also give therapeutic



CWSN involved in Play Activities in a Low Cost Park in Tamil-Nadu



Awareness-cum-Training of Parents

schools; DPEP - West Bengal is training parents, siblings and other such family members who are directly related to the child affected with a disability. This is called training of Key Resource Person from the Family (KRPF). Family members are selected by the District Project Office in consultation with the local VECs, resource teachers, circle level resource person and special educators of the district level resource organization. Care is taken to train only those members from the family who have the necessary interest, positive attitude, motivation, leadership skills, good communication skills and willingness to work in a team.

A KRPF is expected to bring about attitudinal changes in the family, provide relevant information, help in obtaining the necessary concessions and facilities as well as referral services available for CWSN, monitor school attendance, discuss the problems of CWSN and, if possible, provide possible solutions. DPEP West Bengal has also prepared a module for the training of KRPF. The main contents of this module include understanding parental needs, rights of CWSN, development of persuasion and conflict resolution skills, disability specific care, management and educational intervention, generating awareness, conducting group activities and role of family and community. So far, DPEP West Bengal has conducted 18 such programmes at the district and the sub-district level.

The foregoing is a bird's eye view of novel initiatives taken by DPEP to enhance effectiveness of education of CWSN. These initiatives have been the result of flexibility built into the programme. It provides a fertile seedbed for further initiatives. An attempt has been made to document these practices. Dissemination of these interventions to other relevant programmes, responsible for delivery of educational support to CWSN would be useful. Moreover, continuous experimentation, exploration and innovations need to be encouraged, as there is no recipe or readymade solutions for teaching CWSN.

support to CWSN. Besides, it also provides opportunities to other children to understand the various needs of CWSN other than just the educational needs. A practical approach like a simulation park not only encourages inclusion, but also provides an example of how the existing resources can be utilized to their full potential.

Training of Key Resource Person from the Family in West Bengal

In order to enhance and intensify the process of mainstreaming CWSN in regular

CHAPTER – VI

CURRENT STATUS AND IMPLICATIONS FOR THE FUTURE

So far, we have discussed various strategies used by the States for teacher training, community awareness and new initiatives taken to improve educational services for CWSN. We will now take a look on what has been the outcome of all the efforts put in by the States to include CWSN in general educational system.

DPEP tried to enhance its reach to all CWSN by adopting an area approach in IED. This means that all schools in the block taken up for IED are expected to enroll CWSN. IED was initially introduced in 1998 in the States in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period.

The States of, Gujarat, Haryana, Himachal Pradesh, Kerala, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Tamil Nadu, Uttar Pradesh and Uttranchal have upscaled the IED programme to all the blocks. IED is being implemented in approximately 2261 blocks/mandals and 302136 schools in all the DPEP States. **Table 6.1** shows the coverage of IED in 1998 and its current position in various States.

Table: 6.1: IED Coverage in DPEP

State	Catchment Area in 1998	Current Coverage
Assam	20 clusters	980 clusters/46 blocks
Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool.	570 mandals in 19 districts
Bihar	11 clusters	936 clusters/ 73 blocks in 20 districts
Chattisgarh	16 blocks	146 blocks
Gujarat	1 block in each of the 3 districts of Dang, Panchamahar and Banaskantha.	Now the state has expanded the IED programme to all the blocks in these 3 districts i.e. 33 blocks
Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahindergarh and Hissar.	The state has expanded in IED to all the 55 blocks.
Himachal Pradesh	Initially 1 block in each of the four districts.	All the 33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahual- Spiti

Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts	96 blocks in 9 districts
Karnataka	1 block in Bangalore Rural district.	All the 112 blocks
Kerala	1 block in Mallapuram district.	The state has upscaled IED programme to all the 55 blocks.
Madhya Pradesh	1 block each in each of the 10 districts.	236 blocks
Maharashtra	1 cluster in each of the 9 DPEP districts were chosen.	1189 clusters/ 73 blocks in 11 districts
Orissa	1 block in each of the 8 districts.	Under the Operation Empowerment scheme, all the 87 blocks have been taken up for IED
Rajasthan	10 blocks	134 blocks
Tamil Nadu	1 block in each of the 7 districts.	All the 106 blocks
Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra.	224 blocks
Uttaranchal	12 blocks being covered under IED, 2 from each of the 6 districts	All the 38 blocks
West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas.	139 blocks

Source: State Reports 2003

The approach to implementation of IED varied from State to State depending upon the local circumstances. Some States engaged NGOs for total or partial implementation of IED, retaining with them the role of monitoring and evaluation of the programme. Still others adopted a combined/convergence approach, where some initiatives in IED were taken up directly by SPO and for other areas some convergence with NGOs, National Institutes, voluntary organizations and other such agencies was made. Convergence was also made with other government schemes of the Central or the State government. The principle of convergence was adopted by nearly all the States. States like Himachal Pradesh, Orissa and West Bengal established convergence with the IEDC scheme of Department of Secondary Education of MHRD, whereas other States converged with the ADIP scheme of Ministry of Social Justice & Empowerment. In certain cases like Andhra Pradesh, Uttaranchal and West Bengal, National Institutes were utilized for providing material, teacher training, aids and appliances and conducting assessment camps. **Table 6.2** shows the approach adopted by all DPEP States.

Table 6.2: Approach Adopted by the States for IED

States	Approach
Assam	Convergence
Andhra Pradesh	Convergence
Bihar	Convergence
Chattisgarh	Convergence
Gujarat	Convergence
Haryana	Convergence
Himachal Pradesh	Convergence
Jharkhand	Convergence
Karnataka	Convergence
Kerala	Convergence
Madhya Pradesh	Convergence
Maharashtra	Convergence
Orissa	Convergence
Rajasthan	Convergence
Tamil Nadu	NGO approach
Uttar Pradesh	Convergence
Uttaranchal	Convergence
West Bengal	NGO approach

Source: State Reports 2003

Identification and Enrollment of CWSN

With these basic approaches, the task at hand was to identify CWSN, in and out of school in each area. This exercise was undertaken either through the process of micro-planning or through surveys conducted by other government departments. The total number of CWSN identified in DPEP so far is 877000, out of which 621760 are enrolled (**Table 6.3**). Hence, approximately 71% of the identified CWSN have been enrolled. Those children who could not be enrolled were given suitable advice for alternative placement such as special school, home based education etc. in the assessment camps conducted to ascertain a child's type and nature of disability.



A Visually Impaired Child Integrated in a Formal School in U.P.

Incidentally, while all these efforts were taken up by the States to provide all the possible benefits to CWSN, another important characteristic of IED in DPEP was that the educational progress of CWSN was closely observed. This was done by the preparation of an Individualised Educational Plan (IEP), which is a prognosis of the child's possible achievement within a specified time period. States of Andhra Pradesh, Himachal Pradesh, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal have prepared such IEPs. Annex-IV provides example of an IEP developed by U.P. to monitor individual child performance.

Table 6.3: Identification and Enrollment data of CWSN

No.	State	Total Number of Children Identified	Actual Number of Children Enrolled
1.	Andhra Pradesh	148102	101661
2.	Assam	17267	4348
3.	Bihar	55368	34343
4.	Chhatisgarh	41194	25474
5.	Gujarat	28733	25572
6.	Haryana	16635	16635
7.	Himachal Pradesh	6041	5868
8.	Jharkhand	10741	6213
9.	Karnataka	44081	33181
10.	Kerala	23385	23385
11.	Madhya Pradesh	90498	78192
12.	Maharashtra	58130	34082
13.	Orissa	33724	22829
14.	Rajasthan	35495	28212
15.	Tamil Nadu	19585	16811
16.	Uttar Pradesh	193239	129093
17.	Uttranchal	4324	4082
18.	West Bengal	50458	31779
	TOTAL	877000	621760

Source: State Reports 2003

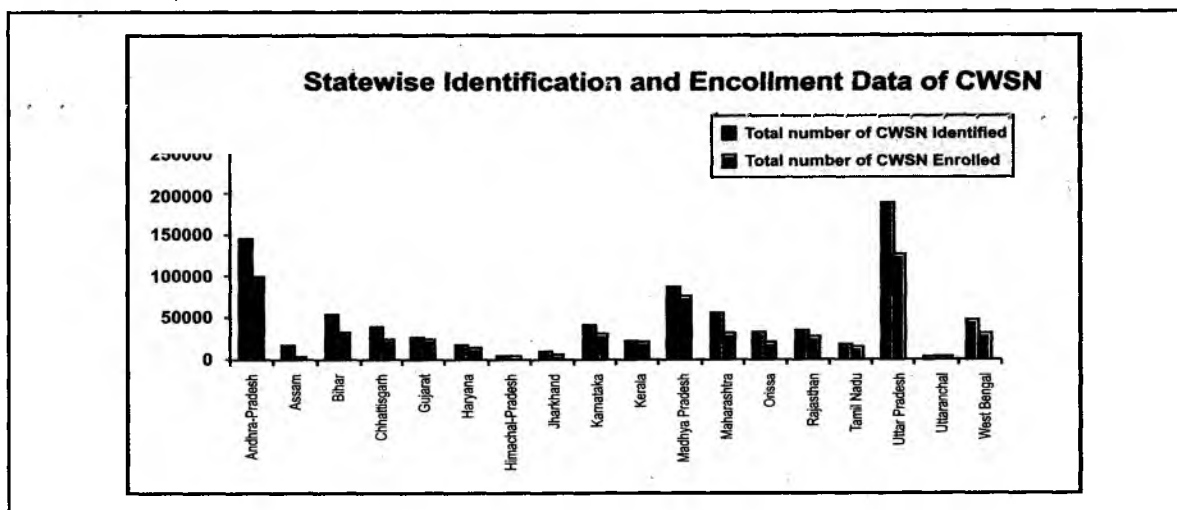


Table 6.4 Category-wise Identification and Enrollment Data

Category	Total Identified	Total Enrolled
Visual Impairment	117508	78715
Hearing Impairment	157531	108276
Orthopaedic Impairment	401666	300630
Mental retardation	127429	80926
Others	72866	53213

Source: State Reports 2003

An attempt was also made by the States to provide category wise data. As can be inferred from **Table 6.4** that children with locomotor impairment were the highest to be identified and enrolled followed by children with hearing impairment. Children with mental retardation came next followed by children with visual impairment. The category of others, which included children with learning disabilities, cerebral palsy and multiple disabilities were the least to be identified and enrolled.

Aids and Appliances

After identification and enrollment, the next logical step for the States was to provide aids and appliances to CWSN as envisaged in the Guidelines.

Provision of aids and appliances to CWSN was considered a challenging area in DPEP. This was because there was a wide gap between the manufacturing capacity and demand of the appliances. Moreover, a number of appliances have to be custom-made. Training has to be provided to CWSN in their use, as otherwise many appliances remain un-used. To improve the situation, a major agreement was reached at between DPEP and ALIMCO given as (**Box-6.1**), which is a public sector undertaking specializing in the manufacture of orthotic and prosthetic aids. ALIMCO also manufactures some aids for visual impairment and is in the process of making hearing aids.

Box-6.1 Providing Aids & Appliances to CWSN Through ALIMCO

- ALIMCO will conduct assessment camps, wherein technical guidance will be provided for identification, measurement of calipers, prosthesis and other items
- Aids will be then supplied by ALIMCO, where 60% of the cost of appliances will be borne by ALIMCO and 40% by DPEP Society
- If DPEP Societies directly apply under ADIP Scheme of the Ministry of Social Justice & Empowerment, then ALIMCO will help DPEP Societies in utilizing the funds.

On the basis of this agreement, ALIMCO was expected to conduct camps and provide the required aids and appliances to the CWSN. Networking with NGOs was also sought to help provide such equipment

to CWSN. States like Haryana, West Bengal and Orissa have already benefited from ALIMCO and the other States have planned to conduct these camps soon. Hence, it is expected that many more CWSN would be provided the necessary aids and appliances.

Till now, 121467 CWSN have been provided aids and appliances. The break up is provided in Table 6.5.



Camp for Distribution of Aids and Appliances

Table 6.5: Approach Adopted and Number of Aids and Appliances Provided to CWSN under DPEP

Name of the State	Approach Adopted	No. of Aids and Appliances Provided
Andhra-Pradesh	ALIMCO & convergence	5267
Assam	DPEP & NGOs	1182
Bihar	ALIMCO and convergence with Red Cross	1284
Chhattisgarh	Social Welfare Department	198
Gujarat	Convergence with IEDC scheme	15580
Haryana	ALIMCO/NGOs/voluntary organisations	10935
Himachal Pradesh	Rotary Club	283
Jharkhand	DDRC & NGOs	1667
Karnataka	ALIMCO	1866
Kerala	DPEP	1629
Madhya- Pradesh	ALIMCO	10136
Maharashtra	ALIMCO and convergence	6592
Orissa	ALIMCO and convergence	4853
Rajasthan	Convergence with NGOs/schemes	6942
Tamil- Nadu	Convergence with NGOs and DPEP	23337
Uttar- Pradesh	NGOs, CRC, Department of Handicapped Welfare	19204
Uttaranchal	Convergence with National Institutes and NGOs	1878
West- Bengal	ALIMCO and convergence with DDRC, Department of Social Welfare, National Institutes and Red Cross and NGOs	8634
TOTAL		121467

Source: State Reports 2003



All Children Learning Together with the Help of TLM

Box – 6.2

Achievements of IED in DPEP

- The most significant achievement of IED in DPEP is that over 6.21 lakh children with special needs have actually been enrolled in the regular schools, which is more than that of achieved by any other programme for education of children with special needs in the country. This has been the result of heightened community awareness generated by DPEP on the need and importance of educating children with special needs
- 12 lakh teachers have been trained in IED in DPEP through various teachers training programmes
- In all the states teacher training has been conducted and there is a good amount of awareness about education of the disabled children among general classroom teachers
- Community awareness programmes have been conducted in all the states, as a result widespread awareness of educational potential of CWSN is better understood in the rural community
- DPEP has also increased multi- sectoral convergence with other departments like health, welfare, RCI, ALIMCO etc.
- NGO involvement has been strengthened in DPEP.

In perspective, over 71% CWSN identified in the programme have actually been enrolled. All the States have conducted teacher trainings of varying durations. However, the impact of such trainings needs to be assessed. Only then can it be known that how the pedagogical experimentation being carried out in DPEP has been able to meet the individual unique needs of CWSN.

Several novel initiatives have been taken up to address the divergent needs of special children. An endeavour has also been made to develop in teachers, the necessary attitude, skills and competencies required to deal effectively with children with various special educational needs. The innovations, achievements and reforms (given as **Box-6.2**) brought in through DPEP need to be strengthened in the coming years. But to achieve this, many challenges that lie ahead would have to be overcome (**Box-6.3**). The basic challenge would be to retain those CWSN that have been enrolled. For this, it would be important to establish those classroom practices that would optimize learning of children with diverse needs. Another important challenge would be to ensure that as far as possible, every child with a special need, who is out of school, is enrolled and provided needed resource support. In pursuance of this objective and with the view to enriching remedial assistance to CWSN, teacher training should be further strengthened and become an on going programme so that teachers play a key role in extending need based academic support to CWSN.

Box-6.3**Challenges Ahead**

- IED component to further expand to achieve universal coverage. Wherever possible, alternative schools to be used to reach out to CWSN
- ECCE centers to be used to impart pre-integration training to CWSN
- All teachers to be sensitized on issues relating to classroom management of CWSN
- Supply of aids and appliances to be intensified and streamlined
- In consonance with the mandate of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, a broad spectrum of educational models has to be provided to children with different special needs. Action needs to be initiated in this direction for CWSN depending on their needs.

Developing a strategy that will ensure that every child with special needs receives continuing on site support is perhaps the biggest challenge of all. Unless this is achieved, CWSN may not fully benefit from the programme. This will indeed be the touch-stone of the success of the programme.



ANNEXE

Annex-I
RCI FOUNDATION COURSE

Syllabus:

Nomenclature of the course: Foundation course for teachers on IED in DPEP

Duration of the course: 45-days (38 working days)

Total working hours: 228 hours

Objectives:

- To inform teachers on how to identify children with various special needs.
- To help teachers understand the needs of CWSN.
- To enhance the skills of the teachers on classroom management of CWSN by using effective pedagogical strategies, TLM and special equipment.
- To advise the classroom teacher on special arrangements to be made in the classroom for locomotor impaired children.
- To explain the classroom teachers the importance of remedial teaching.
- To provide some tips to the teachers on community mobilisation and parental counselling.

Medium of instruction

As far as possible, the medium of instruction will be state language. However, a handbook or manual might be provided in English.

Number of trainees per batch

Not exceeding 25.

Attendance

90% attendance will be compulsory for successfully completing the course.

Location

The course may be located in any NGO or a Govt. organization having necessary facilities to provide practice teaching. The institution should also have a school equipped with relevant equipment.

Certificate

On the completion of course, every teacher will be given a provisional recognition by RCI, subject to the condition that within 5 years he or she will obtain a diploma or a degree in special education through the distance mode or conventional teaching.

CONTENT AREAS OF THE FOUNDATION COURSE

SN.	Topics	Hrs.
1.	Historical perspective of Special Education in India and abroad	04
2.	Meaning of different kinds of special needs	02
3.	IED guidelines in DPEP	01
4.	Educational implications of each impairment	
	• Visual impairment	01
	• Hearing impairment	02
	• Locomotor impairment	01
	• Mental retardation and Learning Disabilities	03
5.	Distinction between impairment, disability and handicap	01
6.	Limitations of blindness and low vision	01
7.	Limitations of hearing impairment	01
8.	Persons with Disability Act 1995 and RCI Act 1992	02
9.	Various models of integrated education (resource room model, itinerant teaching model, dual teaching model, distance learning and alternative schooling).	03
10.	Differences between integrated and inclusive education	02
11.	Philosophy, principles and practices of inclusive education	02
12.	Functions of resource room	02
13.	Equipment and TLM required by children with special needs	04
14.	Special schools as resource centers for the district and block level	02
15.	Causes of different kinds of special needs :	
	• Visual impairment	
	• Hearing impairment	
	• Locomotor impairment	
	• Intellectual retardation (mental retardation and learning disabilities)	
16.	Role of teacher in early identification of children with special needs	01
17.	Types of seeing and hearing problems	01
18.	Development of speech and language among hearing impaired	04
19.	Use of sign language	04
20.	Total communication	02
21.	Amplification devices for the education of children with Hearing Impairment	
	• Types and degrees of hearing impairment	
	• Causes and prevention of hearing loss	
	• Assessment of hearing problems	
	• Record to be maintained	04
22.	Characteristics of mentally retarded and learning disabled children (dyslexia, dysgraphia, dyscalculia and ADHD)	02
23.	State and Center schemes for assistance to NGOs	02
24.	Behavioural Management of children with special needs	08
25.	Principles of curriculum adaptation	04

26.	Understanding concepts through locally prepared TLM	06
27.	Development of language	
	• Receptive and expressive language	
	• Discovering rules of language	
	• Reading and writing	
	• Numerical skills and arithmetic	
	• Listening skills	
28.	Teaching of elementary science and maths at the primary level	03
29.	Exposure of the visually impaired children to special equipment : Braille slate, Thermoform machine, Braille, Abacus, Taylor frame, Geometry device, measuring devices, magnifying lenses	06
30.	Psycho-social implications of	
	• Visual impairment	01
	• Hearing impairment	01
	• Locomotor impairment	01
	• Intellectual retardation (MR and LD)	01
	• Parental attitude	01
	• Social attitude	01
	• Parental counselling	01
31.	Specific difficulties arising from each impairment	02
32.	Education of Children with Cerebral Palsy	04
33.	Observations lesson in visual impairment, locomotor impairment, hearing impairment and intellectual retardation	10
34.	Learning needs of children with special needs	08
35.	Case conferences	16
36.	Concessions available for children with special needs	02
37.	Knowledge of records to be maintained:	
	• By the school	
	• By the class teacher	01
38.	Community mobilization including role of Village Education Committee	10
39.	Peer sensitization	02
40.	Tackling attitudinal barriers	04
41.	Advising regular class room teachers on classroom management/ counseling children with different kinds of needs	24
42.	Practice teaching	18
43.	Monitoring the IED programme	05
44.	Overview	15
45.	Evaluation	05

Annex – II

TEACHER TRAINING ON IE IN KARNATAKA

Modules/ objectives	Contents	Methodology	Duration	Evaluation
Philosophy of IE and overview of disability	Gives background information of IE and disability	Information sharing, demonstration and video	1 week	Self and external evaluations are conducted
Identification and assessment of disabled children	Gives different methods of identification and assessment of disabled children	Brainstorming, viewing video, discussions and demonstrations	1 week	Competent to identify and assess children with special needs
Unique curriculum	Introduces specific skills required for education of CWSN	Practical work, viewing video. Training provided on specific skills	4 weeks	Competent to apply specific skills effectively in classroom situation
Curriculum planning	Gives teaching methods and classroom management in an IE set up	Demonstrations in curriculum planning with adaptations in teaching methods and practical assignments	1 week	Competent for effective classroom management and planning curriculum adaptations
Pre-integration and Community Based Rehabilitation	Introduces the need for pre-integration skills and community based rehabilitation approach	Use of video and discussions, role play and practical assignment	2 days	Competent to involve and coordinate with parents, panchayats, aganwadis etc. for early intervention and integration into primary schools
Implementation of IE and training	Guidelines for implementation of IE by resource teachers, regular teachers and other personnel in education system.	Practical work on training methods	4 days	To develop an action plan for implementation at cluster level and organize training programmes for regular teachers.

Annex – III
PROGRAMME SCHEDULE FOR THEME-BASED CAMP ON IED IN ORISSA

Month	Subject	Time	Activities
July 2001	Cognitive Development	9 am to 10 am	Registration and inauguration
		10 am to 11 am	Sense of sight
		11 am to 12 am	Sense of hearing
		12 am to 1 pm	Sense of smell
		1 pm to 2 pm	Lunch break
		2 pm to 3 pm	Sense of touch
		3 pm to 4 pm	Sense of taste
		4 pm to 5 pm	Prize distribution and valediction
August 2001	Gross Motor Development	9 am to 10 am	Registration and inauguration
		10 am to 11 am	Walking
		11 am to 12 am	Balancing
		12 am to 1 pm	Running
		1 pm to 2 pm	Lunch break
		2 pm to 3 pm	Skipping
		3 pm to 4 pm	Jumping, catching
		4 pm to 5 pm	Prize distribution and valediction
Sept. 2001	Fine Motor Development	9 am to 10 am	Registration and inauguration
		10 am to 11 am	Tearing/cutting. (paper, cloth)
		11 am to 12 am	Folding
		12 am to 1 pm	Pasting
		1 pm to 2 pm	Lunch break
		2 pm to 3 pm	Threading
		3 pm to 4 pm	Sorting (size, shape, colour, weight)
		4 pm to 5 pm	Prize distribution and valediction
Oct. 2001	Social and Emotional Development	9 am to 10 am	Registration and inauguration
		10 am to 12 am	Playing various games according to disability
		12 am to 1 pm	Drama/one act play/simulation activities
		1 pm to 2 pm	Lunch break
		2 pm to 4 pm	Peer tutoring
		4 pm to 5 pm	Prize distribution and valediction

Month	Subject	Time	Activities
Nov. 2001	Art and Aesthetic Development	9 am to 10 am	Registration and inauguration
		10 am to 11 am	Painting
		11 am to 12 am	Drawing
		12 am to 1 pm	Tracing
		1 pm to 2 pm	Lunch break
		2 pm to 3 pm	Arranging
		3 pm to 4 pm	Free style painting
		4 pm to 5 pm	Prize distribution and valediction
Dec. 2001	Language Development	9 am to 10 am	Registration and inauguration
		10 am to 12 am	Picture cards for arranging story
		12 am to 1 pm	Picture cards with written strips for arranging story
		1 pm to 2 pm	Lunch break
		2 pm to 4 pm	Story telling with (prompt and specific directions)
		4 pm to 5 pm	Prize distribution and valediction

**Annex- IV
INDIVIDUALIZED EDUCATIONAL PLAN FOR CWSN IN U.P.**

Block _____ NPRC _____ School _____

Class Teacher (Name) _____ Resource Teacher Name _____

Name of the child _____ Sex and Age _____ Class _____

Nature of Disability (with brief history)

Medical Examination Report (including aids and appliances required be mentioned)

Signature (Medical Specialist)

Psycho Educational Assessment Report _____

Signature (Resource Teacher)

Support	Required Yes/No	Support Offered	Provided Yes/No	Remarks
Behaviour therapy				
Parental Counselling				
Remedial education				
Mobility training				
Skill training				
Speech therapy				
Physiotherapy				
Any other				

MAIN COMPONENTS OF AN IEP

The IEPs covers the following components for each child:

- Brief history and onset of disability
- Medical assessment report (including aids and appliances required)
- Student's current level of performance
- Annual Educational goals
- Hindi reading and writing
- English reading and writing
- Arithmetic, an other subjects
- Intermediate steps leading to the mastery of annual goals
- Discription of rehabilitation services required for the child
- Appropriate evaluation procedures.

Any other significant information

GLOSSARY

ADIP	:	Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances
ALIMCO	:	Artificial Limb Manufacturing Corporation
A.P.	:	Andhra-Pradesh
AS	:	Alternative Schooling
AWW	:	Aaganwadi Worker
BRC	:	Block Resource Centre
BRCC	:	Block Resource Centre Coordinator
BRG	:	Block Resource Group
CLRC	:	Circle Level Resource Centre
CRC	:	Cluster Resource Centre
CRCC	:	Cluster Resource Centre Coordinator
CWSN	:	Children With Special Needs
DDRC	:	District Disability Rehabilitation Centre
DIET	:	District Institute of Education and Training
DLRO	:	District Level Resource Organisation
DPEP	:	District Primary Education Programme
DPO	:	District Project Office
DRDA	:	District Rural Development Agencies
DRG	:	District Resource Group
ECE	:	Early Childhood Education
ECCE	:	Early Childhood Care and Education
Ed.CIL	:	Educational Consultants India Limited
EFA	:	Education For All
H.P.	:	Himachal Pradesh
IE	:	Inclusive Education
IED	:	Integrated Education of Disabled
IEDC	:	Integrated Education of Disabled Children

IEP	:	Individualised Educational Plan
KRPF	:	Key Resource Persons from the Family
MEO	:	Mandal Education Officer
MHRD	:	Ministry of Human Resource Development
MoSJ&E	:	Ministry of Social Justice and Empowerment
MTA	:	Mother Teacher Association
NGO	:	Non-Governmental Organisation
NPE	:	National Policy on Education
PHC	:	Primary Health Centre
PIED	:	Project Integrated Education for the Disabled
POA	:	Plan of Action
PTA	:	Parent Teacher Association
PWD	:	Persons With Disabilities
RCI	:	Rehabilitation Council of India
SC	:	Scheduled Caste
SCERT	:	State Council of Educational Research and Training
SLRO	:	State Level Resource Organisation
SMC	:	School Management Committee
SPD	:	State Project Director
SPO	:	State Project Office
SRG	:	State Resource Group
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribe
TLM	:	Teaching-Learning Material
TSG	:	Technical Support Group
UEE	:	Universalisation of Elementary Education
UN	:	United Nations
UNICEF	:	United Nations Children's Fund
UNESCO	:	United Nations Education Scientific Cultural Organisation
U.P.	:	Uttar Pradesh
VEC	:	Village Education Committee

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