

TOWARDS INCLUSIVE EDUCATION

MANUAL FOR EDUCATIONAL ADMINISTRATORS

2010

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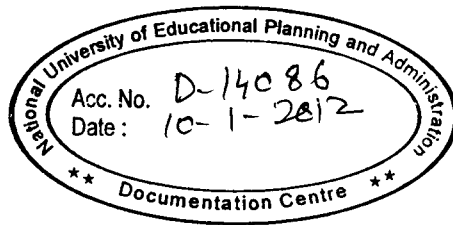
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- Chief Advisor** : **Rashmi Krishnan, Director, SCERT, Delhi**
- Guidance** : **Daljeet Kaur, Additional Director, SCERT, Delhi**
Dr. Pratibha Sharma, Joint Director, SCERT, Delhi
Dr. Nahar Singh, Secretary, SCERT, Delhi
- Editors** : **Dr. Pratibha Sharma, Joint Director, SCERT, Delhi**
Dr. Rajashree Pradhan, Sr. Lecturer, P&M, DIET Karkardooma, Delhi
- Contributors** : **Dr. Pratibha Sharma, Joint Director, SCERT, Delhi**
Dr. Rajashree Pradhan, Sr. Lecturer, P&M, DIET Karkardooma, Delhi
Dr. Siddhanta Kamal Mishra, Deputy Director, Academic, RCI, New Delhi
Dr. A. K. Tyagi, Principal, GBSSS, C-Block Sangam Vihar, New Delhi
Dr. Surender Sharma, EVG counselor, Directorate of Education, Delhi
Ms. Vishakha Gautam, Rehabilitation Administrator
Ms. Indu Sharma, Lecturer, DIET, R. K. Puram
- Publication Officer** : **Mukesh Yadav**
- Publication Team** : **Navin Kumar, Radha Prasad**
- Official Assistants** : **Ritu Rani, Garima Puri**
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PREFACE

Inclusive education seeks to address the learning needs of everyone, children, youth and adults and focuses specifically on those who are vulnerable to marginalization and exclusion. It is based on the right of all learners to quality education that meets basic learning needs and helps to enrich lives and develop the full potential of every individual. It implies to all learners, with disabilities or without, being able to learn together through access to common pre-school provisions, in schools and community educational settings, with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, and administrators, policy makers) to be comfortable with diversity and see it as a challenge rather than a problem.

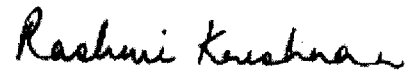
The need for inclusive education arose as a result of researches which have shown that social development and academic outcomes for all learners can improve in inclusive environment. It develops social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners having unique characteristics, interests and abilities. The non-disabled peers adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Thus, inclusive education lays the foundation to an inclusive society accepting and respecting learners with diverse abilities.

There is a dearth of educated and trained manpower to promote improvement and implementation of education policies on inclusive quality education. Added to this, is the concern for the welfare and sustained improvement in the quality of life of children with special needs. For their integration into the social system, they need to be given ample opportunities to grow and interact. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion

SCERT, Delhi has endeavored to address the issue of Inclusive Education through a set of three Manuals - *for general teachers, for teachers specializing in special education, and for educational administrators*. These would help the educators and others concerned with education to overcome exclusion through inclusive approaches to Education. The manuals are intended to create a positive atmosphere for children's needs which will help all the learners to develop appropriate relationships and prepare them for a useful life in the mainstream..

I express my sincere gratitude to all the experts from SCERT/DIETs and other agencies for their contribution in bringing out these manuals. I hope these will be a reasonably good start in addressing the issues and challenges concerning special education.

Inclusive education is a human right!!



Rashmi Krishnan
DIRECTOR, SCERT

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UNIT 1 - INTRODUCTION TO INCLUSIVE EDUCATION

Dr. Siddhant Kamal Mishra

- 1.1 Objectives
- 1.2 Concept of Inclusive Education
- 1.3 Appreciating and Respecting Diversity
- 1.4 Understanding Children with Special Needs
- 1.5 Definition of Disability & ICF Classification
- 1.6 International Classification of Functioning (ICF)
- 1.7 Legislation / legal provisions
- 1.8 Facilities, Concessions and Allowances
- 1.9 Policies for Children with Special Needs
- 1.10 Education of Children with Special Needs with Special Reference to NCF 2005
- 1.11 Incidence and Prevalence of Disability
- 1.12 Role of Educational Administrator
- 1.13 Conclusion

1.1 OBJECTIVES

After completion of this chapter the administrator will be able to –

1. Understand the concept of Inclusive Education
2. Appreciate and respect diversity among children with special needs
3. Orient themselves with ICF classification
4. Become aware of facilities, concessions, policies and laws for children/persons with special needs
5. Acquaint themselves with implications of NPE provisions and right to education bill
6. Gain knowledge about the prevalence of disability in the country

1.2 CONCEPT OF INCLUSIVE EDUCATION

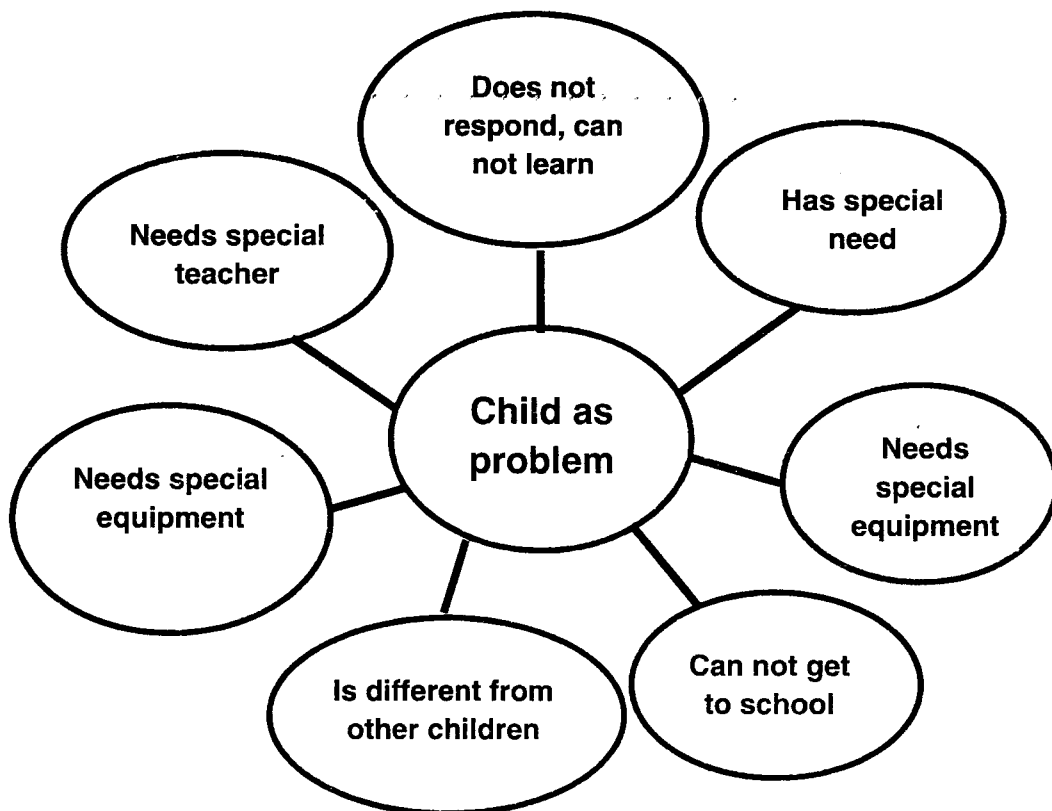
Every child has a fundamental right to education, and must be given the opportunity to read and write. Every child has unique characteristics, interests, abilities and learning needs and that should be respected. When we go in the history of education of children with special needs, there were no provisions of education. With time policies were formulated and then integrated education started. In integrated education children were just registered in normal

schools. There were no provision of special educators and aids and appliances required by them were not available. There were provision of resource room in integrated system but they either did not exist or existed without facilities available in them. Children with special needs were just going in and out in schools. Term integration was used to denote the physical placement of students with disabilities into mainstream schools, without any change in the schools.

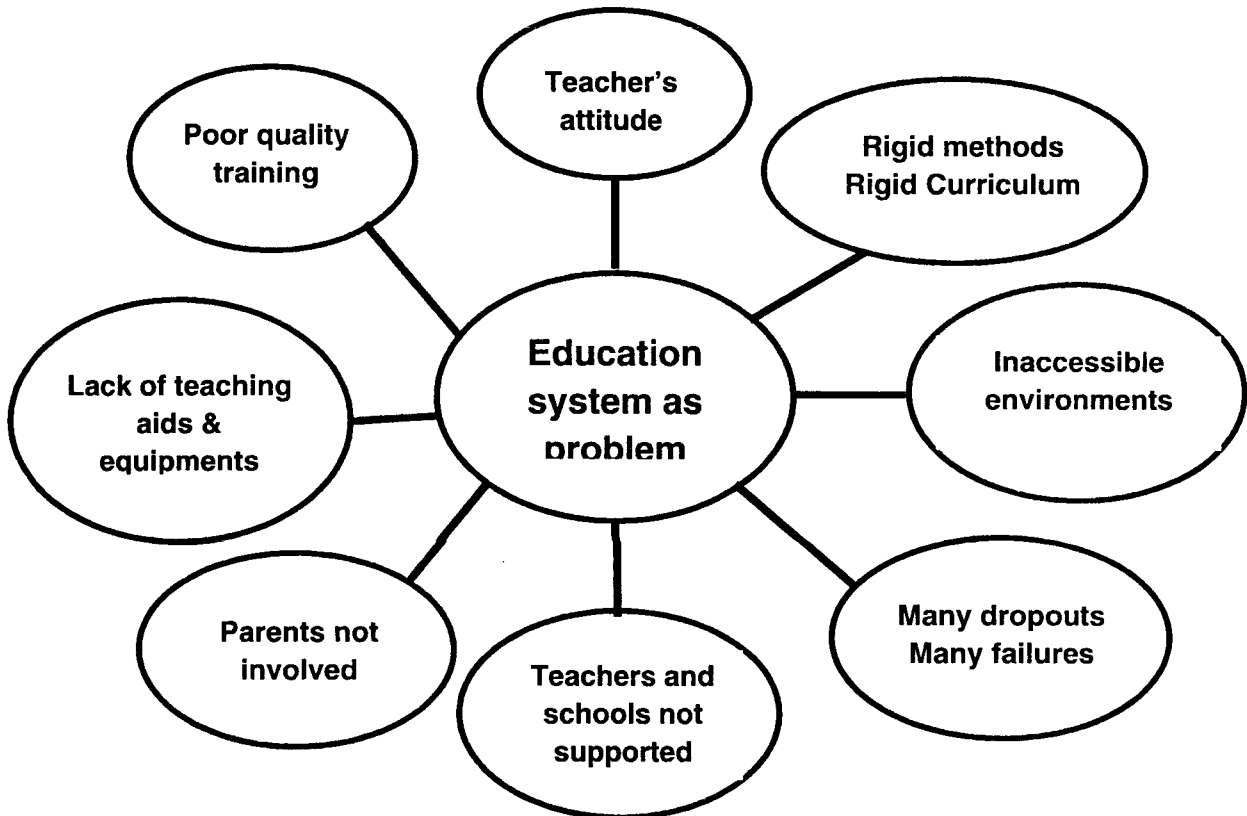
In Inclusive education system school changes itself according to the special child. Special teacher according to the disability of the child should be there. Aids and appliances as per the needs of a child should be there. The child should spend maximum time in the general classroom. Time spent in resource room should be minimum. For example if a child is low-vision, large print books should be provided and computer should be provided in the classroom. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. This ensures an effective education to the majority of children and improved efficiency, and ultimately cost effectiveness of the entire education system.

Inclusion means providing all children regardless of race, language, class, geographical location and disability equitable and effective education that responds to their needs as learners. The concept of inclusion facilitates heterogeneous grouping and zero rejection

Integrated Education



Inclusive Education



The difference between the concept of integration and inclusion is that while the former expects that the child's individual difficulties are the root cause of any difficulties in the school, the latter challenges the present day educational system as promoting exclusion. Therefore 'inclusion' actually challenges us to examine the barriers within the educational system and look for ways in which to promote participation and positive learning outcomes of all learners.

1.3 APPRECIATING AND RESPECTING DIVERSITY

India is a land of diversities. Diversities are prominent in cultures, religions, castes, languages, class, ethnicity, regions etc. Similarly, individual differences are the basic premise of psychology. Even monozygotic identical twins are different in terms of their interests, capabilities, aptitudes, attitudes, learning styles etc. However, in spite of these differences, variations and diversities, people are essentially similar and should be perceived as equal.

In April 2000, the World Education Forum held in Dakar, Senegal, resolved that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. Realizing this goal means increasing school attendance and completion rates; eliminating bias within schools, national education systems, and curricula; and eliminating the social and cultural discrimination that limits the demand for schooling for children with diverse backgrounds and abilities.

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

1.4 UNDERSTANDING CHILDREN WITH SPECIAL NEEDS

Children with special needs (CWSN) are no different from children without disability in many ways. CWSN are children first and then they have certain special needs to cope up with their environment. Barring children with mental retardation, many of the CWSN are high achievers in studies; they are creative, innovative, highly motivated and also show behavioural problems like children without special needs. However, due to their disabling condition, CWSN require special efforts on their part and on the part of their parents, family, teachers, school, and community for completing their education successfully. While children with sensory disabilities like blindness and deafness require aids and appliances, children with locomotor disabilities must have barrier free access in school environment. Children with developmental disabilities need more remedial teaching and resource support depending on the severity of their disability. For some CWSN, vocational education may also be a better option than formal education. Therefore, proper assessment of their disabilities is very essential for their placement in appropriate educational set up. Some children with severe and profound disabilities may require home based education or Open Schooling. Children requiring custodial care can be looked after well in Special Schools.

However, there should be no doubt that the potentials of CWSN must be tapped and they should be given equal opportunities like their non-disabled counterparts to excel in their studies. Early identification and early intervention are very vital apart from positive attitude and support of family, teachers and school administration.

CWSN may sometime exhibit problem behaviours at home or school, they may also have some peculiar personality characteristics which need to be handled carefully. Use of behaviour modification techniques and counselling play an important role in checking undesirable behaviours. Counselling to the child is as important as counselling to the parents.

Therapeutic interventions from time to time and as and when need arises are important. Services of Speech Therapists, Physiotherapists, Occupational Therapists, Clinical Psychologists and Medical professionals play a significant role in optimizing the potentials of CWSN.

1.5 DEFINITION OF DISABILITY AND INTERNATIONAL CLASSIFICATION OF FUNCTIONING (ICF)

Disability, for many, is a result of bad *Karmas* or deeds of past or present life of an individual. Medical model regards disability as a result of a deficit in an individual that prevents the person from performing certain functions or activities. The social model maintains that disability is a product of an interaction between characteristics (e.g. social and personal) of the individual and his environment. According to this model, disability stems from the failure of society to meet the needs and aspirations of disabled community. The social model places the onus on society and not on the individual. At the same time it focuses on the rights and needs of the individual. Whereas the medical model uses diagnosis for categorization of disability and assumes that people with same impairment have identical needs and abilities. In short the issues of disability and the experience of individuals with disability are complex and disability is a contextual variable.

Defining 'disability' in medical terms, World Health Organization (WHO) in 1976 provided the following three terms:

1.5.1 Impairment

Impairment in medical perspective means the damage to the tissues. It can be measured and cured and it does not impose obstacles to a large extent with any of the social and vocational pursuits of the individual. By knowing the limitations the impairment may impose, a person can take all measures to compensate or even to ignore it for his normal functioning. Thus impairment represents disturbances at the organ level.

1.5.2 Disability

The disability is determined by its nature and extent and also on the basis of how much damage the impairment has caused. Thus disability reflects the consequences of impairment in terms of functional performance and activity by the individual.

1.5.3 Handicap

Handicap refers to disadvantages experienced by the individual as a result of impairments and disabilities; handicaps thus reflect interaction with an adaptation to the individual surroundings.

1.5.4 Disability Types

The Persons with Disabilities Act (1995) recognizes the following disabilities:

1. Blindness
2. Hearing Impairment
3. Leprosy Cured
4. Locomotor Disability
5. Mental Illness
6. Mental Retardation
7. Low Vision

The National Trust Act of 1999 includes the following disabilities in addition to Mental Retardation which have not been covered under Persons with Disabilities Act:

1. Autism
2. Cerebral Palsy
3. Multiple Disabilities

Thus, the Government of India treats a total of 10 above mentioned conditions as disabilities. However, in developed countries many other conditions such as learning disability, epilepsy, tuberculosis, cancer, AIDS, drug dependence, ulcer, asthma, etc have been considered as disabilities.

Though the cases of learning disabilities are now being identified in higher numbers in schools, this disability has not been covered under any of the Acts.

1.5.5 Definitions of various disabilities as per Acts

Blindness refers to a condition where a person suffers from any of the following conditions, namely:-

- i. total absence of sight; or
- ii. visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or
- iii. limitation of the field of vision subtending an angle of 20 degree or worse

Hearing impairment means loss of sixty decibels or more in the better ear in the conversational range of frequencies.

Leprosy cured person means any person who has been cured of leprosy but is suffering from-

- i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- iii) Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation

Locomotor disability means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

"Mental illness" means any mental disorder other than mental retardation.

Mental retardation means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence.

Person with low vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.

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

Cerebral palsy means a group of non-progressive conditions of a person characterized by abnormal motor control and posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant period of development.

Multiple disabilities refer to a combination of two or more disabilities as defined above.

1.6 INTERNATIONAL CLASSIFICATION OF FUNCTIONING (ICF)

World Health Organization (WHO) in 2001 approved International Classification of Functioning (ICF) which is extremely appropriate for heterogeneous population of different cultures, age groups and gender. In ICF, all three dimensions, functioning, disability and health conditions of an individual are viewed as interactive and dynamic. The basic concepts of ICF are:

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



Reflection Questions

- Exemplify the difference in perspective between integrated and inclusive education.
- Observe and discuss the diversity seen amongst students.
- Differentiate between Impairment, Disability and Handicap with example
- Define and distinguish different disabilities

1.7 LEGISLATIONS

1.7.1 Mental Health Act 1987

Under the Mental Health Act, 1987 mentally ill persons are entitled to the following rights:

A right to be admitted, treated and taken care of in a Psychiatric hospital or Psychiatric nursing home or convalescent home established or maintained by the Government or any other person for the treatment and care of mentally ill person.

Even mentally ill prisoner and minor have a right of treatment in Psychiatric hospitals.

Minors who are under the age of 16 years, those persons who are addicted to alcohol or other drugs which lead to behaviour changes and those convicted of any offence are entitled to admission, treatment and care in separate Psychiatric hospitals.

Mentally ill persons have the right to have regulated, directed and coordinated mental health services from the government through the Central Authority and the State Authorities set up under the Act which have the responsibility of such regulations and issue of licenses for establishing and maintaining Psychiatric hospitals and nursing homes.

Mentally ill persons can seek voluntary admission in such hospitals or nursing homes and minors can seek admissions through their guardians.

The police have an obligation to take in to protective custody a wandering or neglected mentally ill person and inform his relative and have to produce such person before the local magistrate for issue of reception orders.

When mentally ill persons own properties including land which they cannot manage themselves, the District Court upon application has to protect and secure the management of such properties by entrusting the same to a court of wards, by appointing guardians of such mentally ill person or appointment of managers of such property.

Mentally ill person undergoing treatment shall not be subjected to any indignity (whether physical or mental) or cruelty. Nor can such mentally ill person be used for purposes of research except for his diagnosis or treatment or with his consent.

Mentally ill persons who are entitled to any pay, pension, gratuity or any allowance from the government (such as government servants who become mentally ill during their tenure) are not to be denied such payments. The person who is incharge of such mentally ill person or his dependents will receive such payments after the Magistrate has certified the same.

The mentally ill person shall be entitled to the services of a legal practitioner by order of the Magistrate or District Court if he has no means to engage a legal practitioner or his circumstances so warrant in respect of proceedings under the Act.

1.7.2 Rehabilitation Council of India Act, 1992

The Rehabilitation Council of India Act was passed in 1992 for the purpose of standardizing and regulating professional training programmes in rehabilitation and maintenance of Central rehabilitation Register. It was amended as the Rehabilitation Council of India (Amendment) Act 2000 which provides for monitoring the training of rehabilitation professional and personal, promoting research in rehabilitation and special education as additional objectives of the Act.

Under this Act, every rehabilitation practitioner including special educator is expected to register with RCI after qualifying from training institute in respective field of disability. RCI is largely responsible for training of manpower for providing various rehabilitation services in the country. Some important functions of the RCI are:

- Recognition of qualifications in the field of disability and rehabilitation granted by institutions, universities, etc for rehabilitation professionals in India.
- Recognition of qualifications granted by institutions, outside India under reciprocal system.
- Granting/withdrawal of recognition to institutions on the basis of approved standards.
- Set minimum standards of education /curriculum.
- Maintenance of Central Rehabilitation Register (CRR) for rehabilitation professional/ personnel.
- Provision for inclusion/ removal of names from CRR.

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

The Act elaborates the responsibility of Central and State Government, and local bodies to provide services, facilities and equal opportunities to persons with disabilities. This Act provides for both preventive and promotional aspect of rehabilitation like education, employment, and vocational training, reservation, research and manpower development, allowance for the disabled employees and establishment of homes for persons with severe disabilities etc.

1.7.3.1 Main Provisions of the Act:

- Prevention and early detection of disabilities
- Education

- Employment
- Non-discrimination
- Research and manpower development
- Affirmative action
- Social security
- Grievance redressal

1.7.3.2 Educational provisions under Persons with Disabilities Act:

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

1.7.4 National Trust Act, 1999

National Trust Act is meant for the Welfare of persons with Autism, CP, MR and Multiple Disabilities. The Act received the assent of the President on 30th December 1999 and extends to the whole of India. Such a national body will be a Trust whose objects shall be as under:

To enable and empower persons with disabilities to live as independently and as fully as possible within and as close to the community to which they belong.

To strengthen facilities to provide support to persons with disability to live within their own families.

To extend support to registered organizations to provide need based services during the period during the period of crises in the family of person with disability.

To deal with problems of persons with disabilities who do not have family support.

To promote measures for the care and protection of persons with disability in the event of death of their parent or guardian.

To evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection.

To facilitate the realization of equal opportunities, protection of rights and full participation of persons with disabilities.

1.8 FACILITIES, CONCESSIONS AND ALLOWANCES AVAILABLE TO PERSONS WITH DISABILITIES

1.8.1 Travel Concessions

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

1.8.2 Communication

- (a) Postage: 'Blind Literature' is exempted from the payment of postage.
- (b) Telecommunication: For the blind persons there is a provision for 50 per cent rental rebate on telephone connection.
- (c) Preference in Allotment of STD/PCO: Educated unemployed persons with disabilities are given preference in allotment of STD/PCO booths.

1.8.3 Customs concessions

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

1.8.4 Conveyance allowance

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

1.8.5 Children's educational allowance

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

1.8.6 Income Tax concessions

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

1.8.7 Award of Dealerships/Agencies by Oil Companies

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

1.8.8 Reservation of jobs and other facilities

- (i) Three Per cent reservations in Grade Government jobs: Three per cent jobs are reserved for persons with disabilities (1 per cent each for the hearing impaired, locomotor impaired, and visually impaired) in Government jobs.
- (ii) Posting of handicapped candidates: As per the decision of the Government of India, persons with disabilities should be posted as near as possible to their native place.

1.9 USE OF BaLA IN INCLUSIVE EDUCATION

In its efforts to provide quality education in Government Schools, the Department of Education, Government of NCT of Delhi, has taken an innovative initiative in the name of "***Building as Learning Aid (BaLA)***".

BaLA is about innovatively treating the space and the built elements to make the existing school architecture more resourceful with higher educational value in a child friendly manner. BaLA is a way to holistically Plan and use the school Infrastructure. It incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the architecture of school can be a resource for the teaching-learning processes.

Salient Features of using BaLA in inclusive setting:

- Buildings are all barrier free with provision of ramps.
- All classrooms have proper size with double door, window and verandah.
- Child friendly elements are introduced for access to schools, toilets, drinking water arrangement.
- There is provision of toilet for CWSN.
- BaLA ideas are introduced in class room, verandahs, open space, play ground, compound.
- There is even a provision for earthquake resistance and fire safety measures.

It is an innovative way to conceive and use the various building components like the floor, wall, door, window or even spaces like corridor and open space in such a way that it also helps children and teachers in the process of teaching—learning apart from serving their usual function.

For e.g. All the colors of the rainbow will be found on the ceiling fans. However, students would be surprised to find that when the fan rotates only white would be visible. This would help teach students the concept of VIBGYOR and that white light comprises seven colors. Multi sensory approach of learning like this is very useful for CWSN.

1.10 EDUCATION POLICIES FOR CHILDREN WITH SPECIAL NEEDS

Difference educational policies have been made from time to time for making different educational provisions for children with special needs.

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

1.10.1 National Policy on Education

Outlining the steps for ensuring equal education opportunity for the handicapped, the NPE states 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. It has envisaged- the following measures:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common to that of others.

- ii) Special schools with hostel will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers' training programme will be reoriented, in particular for teachers of primary classes to deal with the special difficulties of the handicapped children; and
- v) Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

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

1.10.2 National Policy for Persons with Disabilities

The National Policy for Persons with Disabilities was released by the Ministry of Social Justice & Empowerment in February 2006. It has been realized that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020. The major highlights of the Policy document with regard to the education of persons with disabilities are as under:

- Make schools (buildings, approaches, toilets, playgrounds, laboratories, libraries etc.) barrier free and accessible for all types of disability.
- Medium and method of teaching will be suitably adapted to the requirements of most disability conditions.
- Technical/supplementary/specialized system of teaching/learning will be made available within the school or at a common center easily accessible to a cluster of schools.
- Teaching/learning tools and aids such as educational toys, Braille/talking books, appropriate software etc. will be made available. Incentives will be given to expand facilities for setting up of general libraries, e-libraries, Braille-libraries and talking books libraries, resource rooms etc.
- National Open School and distance learning programmes will be popularized and extended to other parts in the country.
- Sign language, Alternative and Augmentative Communications (AAC) and other modes as a viable medium in interpersonal communication will be recognized, standardized and popularized.
- Schools will be located within easy traveling distance. Alternatively, viable travel arrangements will be made with the assistance of the community, State and NGOs.
- Parent-teacher counselling and grievance redressal system will be set up in the schools.
- There will be separate mechanism to review annually the intake and retention of the girl child with disability at primary, secondary and higher levels of education.
- Many children with disabilities, who cannot join inclusive education system, would continue to get educational services from special schools. Special schools shall be appropriately re-modeled and reoriented based on technological development.

These schools will also help and prepare children with disabilities to join mainstream inclusive education.

- In somecases due to the nature of disability (its type and degree), personal circumstances and preferences, home-based education will be provided.
- Course curriculum and evaluation system for children with various disabilities shall be developed keeping in view their capabilities. Examination system will be modified to make it disabled friendly by exemptions such as learning mathematics, learning only one language, etc. Further, facilities like extra time, use of calculators, use of Clarke's tables, scribes etc. would be provided based on the requirement.
- Model schools of inclusive educaiton will be set up in each State/U.T. to promote education of persons with disabilities.
- In the era of knowledge society, computers play very important role. Efforts will be made so that every child with disability gets suitably exposed to the use of computers.
- Children with disabilities up to the age of 6 years will be identified and necessary interventions made so ;that they are capable of joining inclusive educaiton.
- Educational facilities will be provided in psychosocial rehabilitation centres for mentally ill persons.
- Many schools discourauge enrollment of students on account of their disability due to lack of awareness about the capabilities of disabaled persons. Programmes will be taken for sensitization of teachers, principals and other staff members in all schools.
- Special Schools presently being supported by the ministry of Social Justice and Empowerment will incrementally become resource centres for inclusive education. Ministry of Human Resource Development shall open new special schools depending upon the requirement.
- Adult learning/leisure centers for adult with severe learning difficulties will be promoted.
- Three percent reservation for persons with disabilities in admission to higher educational institutions shall be enforced. Universities, colleges and professional institutions will be provided financial support to establish Disability Center to take care of educational needs of students with disabilities. They will also be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to students with disabilities.
- Include a module in induction and inservice training programmes of teachers on issues relating to management of children with disabilities.
- The ministry of Human Resource Development will be the nodal Ministry to coordinate all matters relating to the education of persons with disabilities.



Reflection

- **In the light of the policies/legislations what action do you need to take in your own teaching in the classroom?**
- **What problems, if any do you anticipate?**

1.11 EDUCATION OF CHILDREN WITH SPECIAL NEEDS (NCF 2005)

The national curriculum framework for school education (NCFSE) (2000), brought out by the NCERT, recommended inclusive school for all without specific reference to pupil with SEN as away of providing quality education to all learners.

Though in India there is no formal or official definition of inclusion, but the draft scheme on Inclusive Education uses the following definition:

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

National Curriculum Framework (2005) A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become center that prepare children for life and ensure that all children, especially the differently able children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education (NCF 2005, P85)

NCF - 2005

Recommendations of **National Focus Group on Education of Children with Special Needs (NCF-2005)** are as follows:

- Make all early education and care programmes (from 0-6 years) sensitive and responsive to the special needs of children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age appropriate play and learning materials and the counseling of parents.
 - Make all schools inclusive by:
 - Enforcing without exception the neighborhood school policy.
 - Removing physical barriers
 - Reviewing barriers created by admission procedures (screening, identification, parental interaction, selection and evaluation), this should include private schools.
 - Building the capacity of teachers to function in an inclusive setting.
 - Making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas.
 - Making support services available in the form of technology (including ICT), teaching-learning materials and specialists.
 - Involving parents, family, and the community at all stages of education.

- Correlate the style of teaching to the learning styles of all children.
- Regard all special teachers in a given school as full-fledged members of the school community.
- Make all curriculum-related policies and programmes inclusive in nature to effectively address issues related to the education of children with SEN.
- Develop strengths and abilities of all children rather than highlighting limitations.
- To nurture all aspects of the personality, viz., cognitive, affective, and connotative – games, dance, drama, music, and art and craft must be given equal importance and value.
- No child with disabilities should be asked to produce certificates either for admission, examination, getting support facilities / scholarships, etc.
- Introduce sign language, Braille, and finger Braille as a third language for all children.
- Interpret Special Education Needs SEN more broadly and do not restrict its interpretation to the definitions given in the PWD Act.

1.12 ROLE OF SCERT

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

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

Training

- SCERT will conduct programmes for the faculty members of SCERT and DIETs, administrative officials from the Directorate of Education, MCD, NDMC, EVG counselors and personnel from IEDC cell, NGO personnel, and Principals and teachers and special teachers from secondary and senior secondary schools.
- SCERT will make suitable modification in current pre-service curriculum for equipping the prospective teachers to work in an inclusive classroom.

- DIETs will undertake training of primary/elementary teachers, community leaders, heads of schools, NGO personnel, and education officers at Zone and district level. At the same time, inclusive education component will be incorporated in pre-service (ETE) curriculum as a compulsory subject.

Material development

SCERT:

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

DIETs:

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

Research

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

Others

SCERT:

- SCERT will plan and coordinate all the activities with respect to inclusive education at the state level.

- SCERT will make linkages with state and national level agencies engaged in education of children with special needs for policy development advocacy and resources mobilization.

DIET:

- SCERT will plan and coordinate all the activities with respect to inclusive education through proper monitoring mechanisms at the district level.
- They will establish linkages with different institutions, schools and persons for resource support.

Networking with different institutions will be established by the DIETs by assigning specific roles and responsibilities.

1.13 PREVALENCE

In India, for the first time in 2001, Census included persons with disabilities and it reported a total of 2.1 per cent of population had one or the other form of disabilities. However, National Sample Survey Organization (NSSO) had been making estimations for prevalence of disabilities in the country based on sample surveys. NSSO (2002) reported 1.8 per cent disability in India. Thus, over 20 million persons are affected by some disability countrywide. On the contrary the prevalence of disability in developed countries varies from 10 to 20 per cent. This disparity could be due to the variation in defining the disabilities by different countries.

1.14 ROLE OF EDUCATIONAL ADMINISTRATOR

An administrator should keep following things in mind so that Children with special needs (CWSN) would get maximum benefit of inclusive education.

- Organize workshop for teachers for attitude change
- Must ensure that children with special needs are availing facilities provided by government.
- Arrange special educators, aids and appliances required by CWSN.
- Develop monitoring performance and monitoring should be done time to time
- Organize meeting of teachers and parents of CWSN and keep watch on scholastic as well as non-scholastic progress of them.
- Create awareness in the community through seminars, meetings, posters, pamphlets, advertisements etc for enrollment of CWSN and facilities available for them under various schemes of the Govt.



Reflection Questions

- In your opinion what other facilities, concessions and allowances should be given to children/persons with special needs?
- How do you think legislation is helpful to children/persons with special needs?
- Suppose you are an educational administrator, what changes would you like to make in school?
- How will you network with different organizations to facilitate Inclusive education?

1.15 CONCLUSION

The journey of inclusion indicates a process rather than an event; The process reflecting occurrence of significant changes brought about by new ways of thinking, new ways of operating in the classroom and adapting to the constantly changing thinking, attitudes, and social conditions. Educational administrators should take the responsibility for setting and monitoring the overall standard of the service and ensure appropriate management structures for the same.

UNIT 2 – BUILDING PERSPECTIVES FOR INCLUSIVE EDUCATION

Ms Vishakha Gautam

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Scheme of IEDSS
- 2.4. Concept of Universal Design
- 2.5. Universal Design in Physical Environment
- 2.6. Universal Design in Teaching and Learning
- 2.7. Conditions for successful implementation of the scheme
- 2.8. Facilitating conditions at Organizational and Pupil level
- 2.9. Facilitating conditions at Class room level
- 2.10. Access Auditing
- 2.11. Use of BALA in Inclusive setting
- 2.12. Establishment of Resource room
- 2.13 Conclusion

2.1 INTRODUCTION

“Disability is embedded as another variation in God’s creation of mankind itself”

--Kofi Annan (Former Sec. Gen., UN)

Children with disabilities constitute one of the largest groups that are still outside the fold of the general education system. Under the existing IEDC scheme it has not been possible to cover all disabled children primarily because implementation has been based on receipt of viable proposals from the implementing agencies. No conscious effort has been made to target all disabled children. As SSA supports inclusion of children with special needs at the early childhood education and elementary education level, it is desirable to introduce a scheme for the disabled children at secondary stage. The scheme for IEDSS is therefore envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school is proposed to be made disabled-friendly.

This chapter focuses on factors, which support the implementation of the IEDSS scheme. After reading this unit, Educational Administrators will understand about the concept of Access Auditing, BALA and Resource room for Inclusive settings.

2.2 OBJECTIVES

After studying this module the Educational Administrators will be able to:

- Familiarize with the IEDSS Scheme
- Orient themselves about the principles of Universal Design under various settings
- Acquaint themselves about the various facilitating conditions for successful implementation of IEDSS
- Understand the concept of Accessibility and Access Auditing
- Become aware of implementing the concepts of "BALA" in Inclusive setting
- Familiarize them with the concept of Resource Room in IEDSS scheme.

2.3 SCHEME OF IEDSS (Inclusive Educations for Disabled Children at Secondary Stage)

2.3.1 Aim of IEDSS is to

- Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.
- Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

2.3.2 Objectives of IEDSS is that

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools are set up in every state to develop good replicable practices in inclusive education.

2.3.3 Target Groups

The scheme will cover all children of age 14+ passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with

one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely

- 1) Blindness
- 2) Low vision
- 3) Leprosy cured
- 4) Hearing impairment
- 5) Locomotor disabilities
- 6) Mental retardation
- 7) Mental Illness
- 8) Autism
- 9) Cerebral Palsy

disabilities will receive special focus and efforts would be made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential.

2.3.4 Components under the scheme-

The Scheme will include assistance for two kinds of components, viz.:-

1. Student-oriented components

It is proposed to provide assistance to States/ Union Territories / Autonomous bodies @ Rs.3000/- per disabled child per annum for specified items, on the pattern of SSA which provides assistance @ Rs.1200/- per disabled child per annum for the elementary level. (This rate was fixed in 2001-2002). Per annum amount may be spent on the following components:-

- (i) Identification and assessment of children with disabilities by rehabilitation professionals.
- (ii) Provision of aids and appliances to all students with disabilities needing them
- (iii) Access to learning material ensuring that each disabled student will have access to learning material as per his/ her requirement like Braille textbooks, audiotapes, talking books etc
- (iv) Provision of facilities like transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis).
- (v) Stipend for Girl Students with Disabilities @ Rs.200 per month at the secondary level
- (vi) Computers provided to students in secondary schools will also be made accessible to those with disabilities. The scheme will provide for the purchase of appropriate technology by way of special software
- (vii) Development of teaching learning material- Financial assistance under this scheme will be available for purchase/production of instructional materials for the disabled and also for purchase of equipment required therefore.
- (viii) External support from an interdisciplinary team of medical and rehabilitation experts has to be coordinated at the local level.

2. Other components

Costs of non-beneficiary-oriented components like teacher training, construction of resource rooms, creating model schools, research and monitoring, etc. will be covered separately. These components would be as follows:-

- (i) Creation of “barrier free environment” in the school
- (ii) Training of special/ general school teachers and orientation of principals, educational administrators
- (iii) Strengthening of training institutions and assistance to existing organization/NGOs to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities.
- (iv) Provision of resource rooms and equipment for the resource rooms in one school per block/urban cluster.
- (v) Appointment of Special Educators Ideally every school where disabled children are enrolled should have the services of at least one special teacher.
- (vi) Development of some existing schools as “Model Inclusive Schools”
- (vii) Every year 5% of the funds available at the central level will be earmarked for administration, innovative and R&D projects and monitoring and evaluation.

Adaptations in Examination procedures Provision for alternative modes of examination for children and youth with disabilities should be considered and provided by the Boards of Examination.



Reflection-

- Think about the points which will help in successful implementation of IEDSS in your school
- What means will you adopt in order to convey IEDSS benefits to the parents of CWSN?

2.4 CONCEPT OF UNIVERSAL DESIGN

Universal design refers to a broad-spectrum solution that produces buildings, products and environments that are usable and effective for everyone, not just people with disabilities. When we say that the school's should be accessible it means that any facility in the school should be approachable, entered and used by any individual, regardless of his or her abilities.

Obstacle in movement is encountered by so many more people other than persons with disability such as those carrying luggage, elderly persons, pregnant women, those who are temporarily disabled and those with orientation difficulties. Thus the benefits of good functional design do not extend just to a handful of people but would be for the benefit of all.

Hence, there is a need to have an integrated/comprehensive approach to the development of environment and products that can be used effectively by all, to the greatest possible extent, without the need for adoption of specialized design. This approach is called as *UNIVERSAL*

DESIGN and it aims at enabling all of us to experience the products and environment around us regardless of age, sex, race, or ability.

Components of Universal Design

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

The Universal Design should be useful and marketable to people with diverse abilities.

- It should accommodate a wide range of individual preferences and abilities e.g. toilets doors should be wide enough for the child's wheelchairs to pass
- Use of the design should be easy to understand regardless of the users experience, knowledge, language skill or current concentration level.
- Communication of information needs to be effective to the user regardless of ambient conditions or the user's ability.
- Hazards and adverse consequences should be minimized by the design.
- Fatigue should be minimum, ergonomic consideration and comfortability should be included as one of the principle of universal design.
- The design should be appropriate in size and adequate space should be provided for approach, reach, manipulation etc.

The Central Public Works Department (CPWD) under the Ministry of Urban Affairs and Employment have developed "**Guidelines and Space Standards for Barrier Free Built**

Environment”, which also includes model building bye-laws to facilitate adoption of these by local bodies in the state.

2.5 UNIVERSAL DESIGN IN PHYSICAL ENVIRONMENT

The primary concept behind creating a Barrier free physical environment is to be sensitive to the needs of the special child in designing the school building. This requires incorporation of additional features in new buildings and modifications to existing buildings.

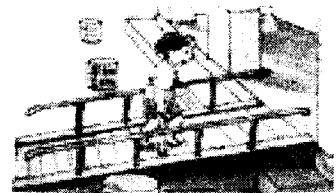
Universal Design can be applied to physical spaces to ensure that they are welcoming, comfortable, accessible, attractive, and functional. Specific considerations should be made for climate, entrances and routes of travel, furniture and fixtures, information resources and technology, and safety. When Universal Design is applied, individuals with and without disabilities can use the same entrances and of travel routes. The climate is welcoming and accessible for everyone.



Provisions for Children with locomotor impairment

(Includes children with non ambulatory and semi ambulatory disabilities)

- Gates, approach road and steps to allow for smooth movement.
- Ramps with handrails to be provided. The flooring of the ramp should be non slippery to enable the wheelchair users to ascend safely and smoothly.
- No major level differences within building. Reduce passages and corridors.
- Toilets to be provided with adjustable seat, grab rail and ramp.



Provisions for Children with visual impairment (includes children with low vision and total blindness)

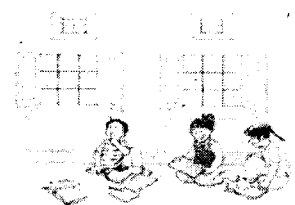
- Use of contrasting colors and textures to aid identification of levels, ramps, passage ways, steps, doors etc
- Design of windows and illumination levels to eliminate glare.
- Reduce distance between the child and the chalk board
- Minimize risk of injuries – avoid projections, sharp edges etc.



Provisions for Children with hearing impairment

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

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



Provisions for Children with intellectual impairment

(Children with uncommon social behavior or hyperactivity)

- The school design to allow the teacher to be able to pay personal attention to the child.
- Provide for lot of open space and greenery and provision for in built play elements.
- Create in built personal space for the child.
- Use of bright colors.

2.6 UNIVERSAL DESIGN IN TEACHING AND LEARNING

Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles. The following are some of the barriers to learning:

1. Various impairments
2. Psycho-social disturbances
3. Differences in intellectual ability
4. Particular life experiences
5. Socio-economic deprivation
6. Negative attitudes
7. Inflexible curriculum
8. Inappropriate language usage
9. Inappropriate communication
10. Inaccessible and unsafe built environments
11. Non-involvement of parents and
12. Inappropriately trained education managers and educators

Considerations and typical accommodations, according to the disability are summarized below:

a) Visual Impairment

Typical accommodations for students who are visually impaired and cannot see visual aids, class outlines or demonstrations:

- Audio taped class sessions.
- Student use of a Braille for note taking.
- Outlines and course materials in electronic format so that they can be converted to speech output.
- Clear verbal descriptions of visual aids, graphics, and writing on chalkboards or dry-erase boards.
- Screen reading software and speech output systems e.g. DAISY
- Braille translation software, Braille refreshable display, and a Braille embosser.

b) Hearing Impairment

Students with hearing impairment or deafness are challenged by presentations and verbal information. Students with residual hearing or a hearing aid may require amplification. Certain environmental conditions may also impact a student's ability to hear or read lips effectively. For example poor lighting may make it more difficult to lip read. Likewise, background lighting from a window can cast shadows on a speaker's face. Typical accommodations for students with hearing impairments include:

- Captioned videotapes, films, etc.
- Sound amplification systems.
- Preferential seating for optimal listening or lip reading.
- Providing essential course information in written format (e.g. on the board, e- mail, handout).
- Provide written examples of writing expectations (e.g., sample of a completed assignment of acceptable quality, including content and grammar/syntax).
- Using pictorial description

c) Mobility Impairment

Physical access to the location may be challenging for a student with a mobility impairment. Typical accommodations for students with mobility impairments include:

- Preferential and accessible seating.
- Audio taped class sessions.
- Fieldwork sites in accessible locations.
- Accessible transportation to and from the fieldwork location.
- Extended time to complete fieldwork assignments.
- Flexible attendance requirements.
- Access to disabled parking spaces.
- Extended exam timings.

d) Speech Impairment

Students with speech impairments may have difficulty asking questions. Some students with speech impairments use augmentative communication systems. Providing adequate time to the student to speak without hesitation would help them.



Reflection-

- **Identify various strategies that can be implemented to make the school disabled-friendly**
- **List out the steps which would help the peers and parents of CWSN understand the needs of CWSN e.g. organizing competition, display of information boards etc.**

2.7 CONDITIONS FOR SUCCESSFUL IMPLEMENTATION OF THE SCHEME

The legislative policies initiated by the Govt. of India will only turn out to be efficient when people are fully aware of the usage and benefits. Children with special needs can enjoy the benefits of the schemes when the following conditions are rectified:

- Attitude of the community towards children with special needs
- Perception of children with disability of their own self
- Awareness in the society about causes and prevention of disability
- Proper governance of the already existing Legislative schemes
- Accessible society

Unlike physical and systemic barriers, **attitudinal barriers** that often lead to illegal discrimination cannot be overcome simply through laws. The best remedy is familiarity - getting people with and without disabilities to mingle as coworkers, associates and social acquaintances. People feel sorry for the person with a disability, which tends to lead to patronizing attitudes. People with disabilities generally don't want pity and do not need charity. Equal opportunities and full participation in the society is most important step to earn their own way and to live independently.

2.8 Facilitating Conditions at Organizational and Pupil Level

Successful implementation of IEDSS will be possible when problem is tackled not only at school level but at community level. Following are some of the means focused on the above mentioned points:

A. Training:

- Training at all levels i.e. from Administrators to the teachers; ministerial and even class IVth staff is essentially required. Only lecture giving will not help in understanding the concept of disability. More emphasis should be on training techniques apart from lecture method e.g. Buzz groups, Brainstorming, Group activities, Community based activities etc.
- Evaluation of training programmes is yet important aspect. The main aspect should be to assess whether the training programme has achieved the objectives set.

B. Media Involvement:

The school should not only be "Disabled friendly" but also "**Information friendly**". This will be possible through some of the following ways:

- Dedicating a board to display information about various schemes, Acts, important contact details of hospitals and special schools near by etc.
- Involving students for street play focusing myths and superstitions for children with disability
- Rallies to near by communities focusing on equality, right to education and prevention of disability

C. Involving stakeholders in decision making:

Involvement of parents of CWSN, students and CWSN themselves is equally essential other than Educators and Administrators in any decision to be made for them.

D. Community Based Approach For Implementation:

This approach involves identification and involvement of important members of the Community. This will help in mapping students who due to their severity of disability cannot attend the school and will also help in reaching out other CWSN.

E. Life Cycle Based Rehabilitation:

Imparting education is only one of the goals of Inclusive Education; ultimately the purpose is to rehabilitate the CWSN to the maximum level in society. Skill development would help them in achieving that level. By providing training to children in imparting practical skills such as computers, handicraft, tailoring, etc would empower them to lead a successful life.

F. Evaluation and Monitoring of school policies for CWSN:

It is the looking back on the objectives and evaluating whether the impact of the scheme had brought about the desired change as stated in the objectives for your school.

G. Effective Utilization Of Rehabilitation Professionals:

Apart from Resource Teachers these professionals can also be utilized for Identification of CWSN, Assessment & Training and sustaining the improvement (as per the capacity of the school).

H. Data Collection and Renewal of The Existing Data:

Each concerned person in the school i.e. Principal, Head in-charge (IEDC), Vice Principal, Teacher and Resource Teacher should have the compiled data (hard and soft copy) of details of important contacts especially of the surrounding locality. A handy Compilation/ Directory would be helpful.

I. Networking and public private partnership:

When it comes to ameliorating the conditions of the disadvantaged sections of the society such as persons with disabilities and more so when major number of such population live in rural areas it is almost not possible for any government agency to ensure optimum intervention without involvement of civil society. Emphasis mantra of success today is that of collaboration, corporation network and partnership.

2.9 Facilitating Conditions at Classroom Level

- The most important thing for an inclusion classroom teacher is to remember that students with special needs require extra patience. Teacher needs to be skillful in preparing the educational programme and handling CWSN. It is important to take additional time to teach new concepts, teaching each concept in several ways to allow students greater understanding. Teachers should also allow extra wait time after asking a question to provide students with learning disabilities the ability to process the question and think of the answer.
- In the interest of CWSN, the classroom teacher should provide all the required information to the inclusion teacher.
- With this information, the inclusion teacher will be able to plan lessons more effectively and teach all the students in the class. Understanding the disability will help the teacher understand why the student struggles in class, while the

modifications, strengths and weaknesses will help the teacher know how to help the student succeed. It is important for teachers to understand and work carefully to build self-esteem and provide simple ways for students to get help.



Reflection-

- **Does the Resource teacher in your school prepare an Individualized Education Programme (IEP) of CWSN?**
- **If YES then how often is it discussed with their parents and who does it?**

2.10 ACCESS AUDITING

The disability sector has to take the responsibility of enforcing the law. In the past years the response from the government and the private sector has been lukewarm, hence the need for access audits. The aims of the audit and its follow-up are to:

- Identify the extent of the problem of access to public buildings
- To create awareness of the importance of the concept of barrier-free environments for people with disabilities
- To enforce the inclusion of accessibility for people with disabilities in the official agenda of government and private agencies

The use of universal design and accessibility codes have the potential to produce designs that are non-discriminating, offer equal opportunity and provide personal empowerment to all users. Public places like shopping complexes, parks, cinemas, government and private offices, training Centres all need to be made accessible for people with different disabilities. The process has to begin by assessing the problem and taking firm action towards making the built environment disabled-friendly.

Essentials of A Building That Are Evaluated in School: Entrances/Exits, Ramps, Stairs, Corridors, Washrooms, Toilets & Bathrooms, Classrooms, Reception Counters and Drinking Water Facilities



Reflection-

- **Is your school disabled friendly?**
- **If no then note down the facilities which need immediate attention**

2.11 USE OF BaLA IN INCLUSIVE EDUCATION

In its efforts to provide quality education in Government Schools, the Department of Education, Government of NCT of Delhi, has taken an innovative initiative in the name of "**Building as Learning Aid (BaLA)**".

BaLA is about innovatively treating the space and the built elements to make the existing school architecture more resourceful with higher educational value in a child friendly manner. BaLA is a way to holistically Plan and use the school Infrastructure. It incorporates the ideas

of activity based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the architecture of school can be a resource for the teaching-learning processes.

Salient Features of using BaLA in inclusive setting:

- Buildings are all barrier free with provision of ramps.
- All classrooms have proper size with double door, window and verandah.
- Child friendly elements are introduced for access to schools, toilets, drinking water arrangement.
- There is provision of toilet for CWSN.
- BaLA ideas are introduced in class room, verandahs, open space, play ground, compound.
- There is even a provision for Earthquake resistance and Fire Safety measures.

It is an innovative way to conceive and use the various building components like the floor, wall, door, window or even spaces like corridor and open space in such a way that it also helps children and teachers in the process of teaching—learning apart from serving their usual function.

For e.g. all the colours of the rainbow will be found on the ceiling fans. However, students would be surprised to find that when the fan rotates only white would be visible. This would help teach students the concept of VIBGYOR and that white light comprises seven colors. Multi sensory approach of learning like this is very useful for CWSN.

2.12 ESTABLISHMENT OF RESOURCE ROOMS

Resource rooms are classrooms (sometimes smaller classrooms) where a special education program can be delivered to a student with a disability. It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day. Individual needs are supported in resource rooms as defined by the student's Individualized Education Programme (IEP).

The following are the five separate types of resource room programming for students with disabilities.

- **Categorical Resource Room:** These serve only students who have one particular disability. A resource room for students with learning disabilities could include only students identified as learning disabled; students identified as mentally retarded would go to another resource room.
- **Cross-Categorical Resource Room:** This type of placement serves several students with several disabilities functioning at about the same gross achievement levels. Students who are learning disabled, educable mentally retarded, and behaviorally disordered are often placed together in this type of resource room. This is the most common type of resource room.
- **Non-categorical Resource Room:** These serve as the resource room for all children with disabilities where there is no categorical distinction.

- **Specific-Skills Resource Room:** This type of resource room aims its curricular content at one basic skill area (usually reading or math).
- **Itinerant Resource Programs:** These are programs where student's visits to the resource room are not schedule on a daily basis. Rural areas with very small schools in difficult-to-reach locations may provide one resource teacher for several schools, which he or she visits every other day.

Research has demonstrated that resource room instruction, coupled with the general education instruction, is an effective educational placement option for students with mild to moderate disabilities. A student who is severely disabled is less likely to succeed in a resource room setting.

Resource Teachers Role

Teachers in the resource room have a challenging role as they work closely with the child's regular classroom teacher and the parents to ensure support is indeed helping the student to reach their full potential. The teacher follows the IEP and will take part in the IEP review meetings. The teacher will also work very closely with other professionals and paramedical professionals to support the specific student.

Establishment of Resource Room

Many classroom areas can be converted into a resource space. Once a resource room has been set up, it becomes an extension of the preschool classroom. Having a Resource room at a classroom or school level can be a budget constraint. Resource room at a cluster level serves the purpose of providing services to 4 - 5 CWSN. The possible strategy to utilize the resource room is through rotation.

Rotation can be of:

- CWSN from various schools in a cluster
- Time adjustment with schools in a cluster
- Rehabilitation professionals to different clusters
- Resource teachers of various schools



A resource room can be utilized for providing some of the following services:

- a) Special Education sessions
- b) Therapy sessions
- c) Sensory Integration training sessions
- d) Speech and language training
- e) Aids and Appliances fitment training
- f) Pre vocational skill training etc.



Reflection-

- **Arrange meetings regarding IEP with the Resource teachers, Head of the schools in a cluster, Head of the clusters, Classroom teachers, Parents of CWSN and CWSN.**
- **How effectively the resource room can be utilized? Note down the various strategies according to your school**
- **List out the equipments with the help of Resource teachers and Rehabilitation team members which are essential for the resource room**

2.13 CONCLUSION

Educational Administrators plays a pivotal role in execution of policies within education system. The policies can be planned, implemented and monitored in an organized manner by educational administrators. The main aim of this chapter is to make educational administrators sensitive about needs and requirements of CWSN. The holistic approach (explained in the chapter) i.e. at organizational level and people level when extended, will benefit the ultimate beneficiaries. Applying their creativity & innovation to spread information in the surrounding community regarding disability will be a great step towards making inclusive education successful in schools.

UNIT 3 - PLANNING AND IMPLEMENTATION OF INCLUSIVE EDUCATION

Dr. Surinder Sharma

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Concept of Planning
- 3.4 Planning for Inclusive Education
 - 3.4.1 Establishment of IED Cell at the State level
 - 3.4.2 Selection of Project Areas
 - 3.4.3 Establishing contact with the community
 - 3.4.4 Establishing contact with institutions
 - 3.4.5 Planning For Identification of In-School Children with Special Needs
 - 3.4.6 Planning-Identification of out of school children with special needs
 - 3.4.7 Formal and Functional Assessment
 - 3.4.8 Provision of Aids & Appliances
 - 3.4.9 Placement of the Child
- 3.5 Prerequisite for Implementation of Inclusive Education
 - 3.5.1 Appointment of Resource Teacher
 - 3.5.2 Teacher Training
 - 3.5.3 Parent Counselling
 - 3.5.4 Barrier Free Environment
 - 3.5.5 Escort/Transport Allowance
 - 3.5.6 Research / Impact Study
 - 3.5.7 Effective Monitoring

3.1 INTRODUCTION

Education is vital for human development as it is the major instrument for economic and social mobility. Now education has been recognized as a fundamental right by the 83rd amendment of the Constitution. Under this provision, the state will have to take initiative to provide education to all children including the children with special needs. With major development efforts in the universalisation of primary education systematic planning for mass delivery of educational services to children with disabilities is indispensable. Further, the needs and requirements of the children with disabilities also underline the importance of support services from other related development sectors such as health, welfare and labour. Hence the planning has to be holistic and comprehensive.

Recognizing the above and the aspect that merely physical placement of a child with disability in a mainstream class room without fulfilling his physical, intellectual, educational, emotional and social needs, the experts and planners have advanced the concept of "Inclusive Education". Under this system of education, all children regardless of diversities on race, language, class, geographical location and disability are provided equitable, quality and effective education that response to their needs as learners. This is a process where all the stake holders have a collective responsibility. This requires synchronized efforts and careful planning at all levels.

3.2 OBJECTIVES

After studying the chapter you will be able to -

- Understand the importance of planning in inclusive education.
- Know/familiarize yourself with various strategies for implementing the interventions for children with special needs.
- Orient yourself with the role of other stake holders for the success of inclusive education.
- Understand the importance of various interventions for children with special needs.
- Familiarize yourself with diversified role as a educational administrator in various area i.e. admission, resource mobilization, training and networking with different agencies.

3.3 CONCEPT OF PLANNING

Planning is fundamental for successful implementation of the inclusive education for children with special needs. Planning refers to deciding in advance what to do, when to do and how to do. It refers to preparing a sequence of action steps to be taken to achieve some specific goals. A plan is like a map on which all the goals, specific as well as general are mapped and efforts and resources needed to achieve those are mentioned. While following a plan, one can always see how much he has progressed towards the projected goals and how far he is from the desired destination. Knowing where one is, is essential for making good decisions on where to go or what to do next.

How to write an action plan

Preparation of action plan for achievement of a goal must follow certain steps.

- **Clarification of goal.** At the outset of the planning, the goal of the project/task should be defined in operational terms i.e Smart Goal.

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Time bound

- **Write a list of actions.** Write down all the actions he may need to reach his goal. At this step, focus should be on generating and writing as many different options and ideas as possible. Take a sheet of paper and write more and more ideas, just as they come to your mind. While doing this, try not to judge or analyze.
- **Analyze, prioritize, and prune.** Look at the list of actions. What are absolutely necessary and effective steps to achieve the goal? After that, what action items can be dropped from in the plan without significant consequences for the outcome. Cross them out.
- **Organize the list into a plan.** Decide on the order of the action steps. Start from looking at the marked key actions. For each action, what other steps should be completed before that action? Rearrange the actions and ideas into a sequence of ordered action steps. Finally, look at the action plan once again. Are there any ways to simplify it even more?
- **Monitor the execution of the plan and review the plan regularly.** How much progress has been made towards the goal by now? What new information has been collected? Use this information to further adjust and optimize the plan.

3.4 PLANNING FOR INCLUSIVE EDUCATION

3.4.1 Establishment of IED Cell at the State level

An IED Cell with an officer of the level of Deputy Director, a psychologist as coordinator, and a special educator should be set up at the State level to plan, implement, monitor and evaluate the inclusive education programmes. The functionaries of this Cell with the assistance of experts (Doctors, psychologists and special educators) will identify the areas and mechanism of implementing the schemes for children with disabilities.

3.4.2 Selection of Project Areas

Selection of project areas should be based on certain considerations such as prevalence of disability in a particular area. The area may be with reference to a school complex, a geographical limit, cluster of schools, slum areas etc. This needs a comprehensive database of children with disabilities. If there is no such information, survey of all the categories of disability will have to be carried out in the selected areas. The children who are attending the school (in school) as well as not attending (out of school) will be covered in the survey so that their educational and other needs can be identified and interventions can be planned accordingly.

3.4.3 Establishing contact with the community

Contacts should be established with the parents, representative in local bodies in project areas, RWAs etc to explain the various schemes for children with disabilities and seek their cooperation to implement the same. The community participation can also be utilized for survey of children with disability in the project areas.

- What strategies you would like to follow for identifying the out of school children with special needs.
- Do you like to involve community during your planning phase? If yes then how.

3.4.4 Establishing contact with institutions

While planning the interventions under Inclusive Education for Children With Disabilities the two broad approaches that may be followed are to be kept in mind: -

3.4.5 Planning For Identification Of In-School Children With Special Needs

Identification of a special needs in a child along with a timely intervention facilitates the successful implementation of Inclusive Education for Children With Disabilities. So it is necessary for school personnel to collect the data regarding the children with special needs and compile the same just after the process of admission is over. This helps in devising and implementing various intervention strategies such as finalizing a District / State level plan to provide services to CWSN e.g free text books in Braille to Visually Impaired children, Aids/Appliances and various allowances under CSS-IEDC (Now IEDSS Scheme to children based on their needs).

So, it is important on the part of the educational administrator to provide orientation to teacher and other supporting staff who will be entrusted with the task of identification of children with special needs. This timely intervention facilitate for preparing and accurate date base for children with special needs.

The teachers trained in the above training programme should be entrusted with the task of preparing lists of CWSN enrolled in their respective schools after initial screening in the class rooms. The first hand information on the type and degree of disability, requirements of various aids/appliances and type of learning material required for each CWSN should be forwarded through District Coordinators to the IED Cell.

3.4.6 Planning-Identification of out of school children with special needs

Majorities of Children With Disabilities are out of school. Cent percent literacy can be realized only when all Children with Special Needs are brought under educational programmes. To make their entry in the school, different awareness programmes, campaign and Nukkad Natak should be organized. Advertisement should be floated in all the leading newspapers. For wide publicity advertisement should be put at the prominent places and should also be communicated through Mass Media.

Information regarding out of school disabled children can also be collected from different sources like the Health worker, Anganwadi worker and voluntary agencies

A door to door to survey can also be envisaged to identify the out of school Children With Disabilities. This can be done through properly trained/oriented general teachers, IE volunteers, Resource Teachers and the involvement of community leaders and parents.



Reflection-

- **Design a plan of action for organizing a assessment camp at your zone.**
- **What strategies you would like to follow for identifying the out of schools children with special needs.**

3.4.7 Formal and Functional Assessment

After the identification of children with special needs assessment camp should be organized for functional assessment of children with special needs. Functional assessment means to get an idea of the child's current level of functioning. Both formal and functional assessment should be done by a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers. Appropriate referrals should also be done through this assessment. This means that if the team doing the assessment feels that a particular child cannot come to school at this point of time on account of his/her disability, then alternative educational placement should be suggested. The team should also specify what aids/appliances the child requires and where to get them. Assessment could be done with the help of National Institutes, Composite Resource Centres and Districts Disability Rehabilitation Centres.

3.4.8 Provision of Aids & Appliances

For successful inclusion of children with special needs, provision of aids/appliances is essential, e.g a hearing impaired child would need a hearing aid, whereas a child with orthopedic impairment would require braces, calipers or crutches. These could be obtained through convergence with the state's Deptt of Social Welfare or NGOs who are solely given aid by the Deptt of Social Welfare for this purpose.

A number of agencies in India are manufacturing aids/appliances for people with disabilities. For example, the National Institute of Visually Handicapped, Dehradun and several non-Governmental organizations make appliances for the visually handicapped. Hearing aids are largely in the private sector. The Govt of India, has a large public undertaking, ALIMCO, Kanpur which manufactures aids for the locomotor impaired. In addition, a number of other companies also make aids for the procurement of required aids/appliances

Appropriate specialist in the District hospital should be consulted for prescribing the proper hearing aids/appliances. The Union Ministry of Social Justice and Empowerment as well as many states Governments supply aids/appliances to needy Children With Disabilities. Information about these should be collected and convergence between Central and State Govt should be established.

Under SSA, provisions can be made for equipment in the following way:-

- Wherever possible a resource room having the needed equipment could be located for a group of clusters. The resource room should be part of the already existing Block Resource Centers/Cluster Resource Centers. Separate provision or construction can also be envisaged for a resource room under IE. The idea of a mobile resource room can also be carried out.
- Some equipment will need to be available in every school. For example individual hearing aid should be made available for every hearing child. Braille slate should be provided to every visually impaired child. A caliper or a crutch depending upon the need of a child must be available with a child having orthopedic impairment.

3.4.9 Placement Of The Child: After the identification, functional assessment and making available the required aids/appliances, the child should be placed in the age appropriate class. The general teachers with the consultation of special teacher adapt the curriculum according to the need of the child and provide appropriate intervention.

3.5 PREREQUISITE FOR IMPLEMENTATION OF INCLUSIVE EDUCATION

3.5.1 Appointment of Resource Teacher

A resource teacher is a special qualified/trained teacher, who has a degree or a diploma in teaching CWSN. As far as possible, resource teachers should be appointed from each area of disability. Since, children with orthopedic impairment usually do not require any special educational support; they might not require a specially trained teacher. These teachers may function at the District level under the District DDE. The number of teachers needed in a District depends on the size of the district and the number of CWSN enrolled/identified. These teachers may have to work in an itinerant or mobile mode, in which would travel from school to school in a district/cluster according to the need. The salary of these resource teachers may be borne out of IE funds allocated by Plan Approval Board (PAB)-MHRD. The modalities of appointment of resource teachers may be chalked out by the UEEM and IEDSS Branch.

3.5.2 Teacher Training

For the effective implementation of Inclusive Education for all types of CWSN, general classroom teachers need training on understanding the educational and emotional needs of these children. Though it is ideal for teacher to know about special needs of children in the pre-service teacher preparation course itself, short-term orientation/sensitization programs for general teachers and in Inclusive Education can be beneficial in understanding the needs and problems of CWSN and for effective classroom management of these children. The investment on capacity building would be vital for developing a strong base for inclusive education.

In SSA the following three types of teacher training are recommended:-

1. **IE as a part of Mass Teacher training-** A 20 day teacher training program for all in-service teachers are regularly conducted by all the states. Components / Module on classroom arrangement of CWSN, their needs & problems etc are essentially incorporated in this type of teacher training program.
2. **Mini Sensitization Capsules:** In this type of training program 5 to 7 days orientation for a few selected teachers from each school, preferably IEDC incharges are organized wherein they are acquainted with disability management, effective pedagogical strategies, use of special equipments and preparation of teaching learning material for CWSN.
3. **Long-term Training of Teachers:** This type of teacher training is generally a long term training of teachers. This training can be imparted to few teachers. After having been trained for longer duration, these teachers provide some resource support to CWSN.

Parent Counselling

Parent of child with disability undergoes immense agony and frustration both from the family and the society at large. Hence their involvement in assessment of their children and educational planning becomes even more essential. Their cooperation is also important in preparing their child for inclusion in regular school as effective inclusion of Children With disabilities is based on the mental age and school readiness rather than the chronological age of Children With Disabilities. The socio-psychological adjustment of parents of Children With Disabilities comprises the following stages:

- Awareness of a problem
- Recognition of the problem
- Search for a cause
- Search for a cure
- Acceptance of the child

Providing counseling/sensitization and training to the parents of children with disabilities can be a viable intervention strategy to bring a lot of social economic, educational and psychological empowerment of children with special needs. This will also fill the gap essentially needed for collaborative efforts involving children with disabilities, their families, administrator, policy makers and the society at large

3.5.4 Barrier free Environment

Disabled children do need some modifications in the environment like ramps, corridors, classrooms, drinking water, laboratories, play grounds etc. Though considered to be an activity under Civil Works, separate provision should be made for this component under IE for ensuring barrier free environment in schools.

3.5.5 Escort/Transport Allowance

It has generally been observed that a few of the identified CWSN may require specialized support in the form of escort/transport allowance after assessment. Thus, provisioning should be made for escort / transport facility for CWSN who require the same.

3.5.6 Research / Impact Study

In those clusters where the disabled children have been placed in schools, along with full resource support (including resource teachers, aids/appliances to the disabled children), an impact study could be undertaken to see whether or not there has been any improvement in the programme with the kind of support provided. The effect of integration on teaches attitudes, parental motivation and peer acceptance could also be study under inclusive.

3.5.7 Effective Monitoring

The success, problems, issues and concerns of the disabled children at the grassroots level should be regularly monitored. This can be done by the State Resource Group (SRG) formed especially for IE, which should also include personnel from UEEM or monitoring could also be undertaken with the assistance of NGOs or experts working in this area.

3.6 COCLUSION

Various interventions as enumerated above if planned and implemented effectively can facilitate the goal of providing quality education to children with special needs and provide them the opportunities to fully utilize the rights they are entitled for.

UNIT 4 – ASSESSMENT & MONITORING

Dr. A.K. Tyagi

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Purpose of Assessment & Monitoring
- 4.4 Educational Administrators: Types and Their Nature of Work
- 4.5 Assessment & Monitoring at Different Administrative Levels
 - 4.5.1 Assessment and monitoring at State Level
 - 4.5.2 Assessment and monitoring at District level
 - 4.5.3 Assessment and monitoring at Zonal level
 - 4.5.4 Assessment and monitoring at School level
- 4.6 Conclusion

4.1 INTRODUCTION

Education of the children with special needs is one of the major challenges being faced by educational administrators in this era of inclusive education. Today student with special needs must be provided an appropriate access to the general curriculum and effective instructional support. Student's progress must be observed closely and demonstrated through participation in assessment and planning efforts. The role of educational administrator is pivotal in the education of children with special needs.

Educational administrators must know how to meaningfully include students with disabilities in assessments and new accountability system and they must know how to create school wide conditions that support effective inclusive education.

Educational administrator's leadership in school reform has become increasingly more important. Their leadership is pivotal for the improvement of educational opportunities for all students in general and children with special needs in particular.

This unit discusses the role of educational administrators in assessing & monitoring at different level i.e. state, district, zonal, & school level. It also discusses their role and responsibility for facilitating the implementation of inclusive education through strengthening the various resource support and timely release of fund at different levels.

4.2 OBJECTIVES

After working through this unit, you will be able to:

1. Know the concept and process of assessment and monitoring.
2. Identify your role as educational administrator at different hierarchy level.

3. Analyze and monitor the classroom teaching with available resources.
4. Monitor the record maintenance of children with special needs.
5. Act as a leader in managing the inclusive Education.

4.3 PURPOSE OF ASSESSMENT AND MONITORING

Assessment is a process of collecting information about the school/institution and evaluating it. When you interact in social situation and notice a working pattern occurring and make a note of it, you are making use of an informal assessment. Formal assessment is planned. It is based on certain predetermined criteria and is done by using standardized tools and procedures.

An assessment in inclusive education is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment in inclusive education is a process that involves collecting information about a student and evaluating it for the purpose of making decisions.

You can include the monitoring activities as follows:

- Review supporting documentation relevant to the educational schemes/programmes of children with special needs.
- Review policy, practices and procedures that districts/zones follow to ensure in the inclusive education scheme.
- As appropriate, conduct visits to the concerned schools for monitoring IEDSS scheme in particular and inclusive education in general.

On the basis of these activities, an educational administrator you can monitor the programme from time to time to provide required interventions according to the needs of children with special needs for accomplishment of goals. For this, appropriate monitoring mechanism should be planned at every level for facilitating the implementation.

Purpose of Assessment

Assessment in educational settings serves five primary purposes:

1. **Screening and identification:** to screen children and identify those who may be experiencing delays or learning problems.
2. **Diagnosis and certification:** to determine whether a child has a disability and is eligible for benefits provided under SSA and IEDSS schemes. The purpose is also to diagnose the specific nature of the student's problems or disability.
3. **IEP development and placement:** to provide detailed information so that an Individualized Education Program (IEP) may be developed and appropriate decisions may be made about the child's educational placement.
4. **Instructional planning:** to develop and plan instruction appropriate to the child's special needs.
5. **Evaluation:** to evaluate student progress.

Steps for organizing an assessment camp-

1. Coordination with district authority/ IEDSS cell
2. Decide the venue.
3. Contact with experts for panel: Medical, Psychologists and a team of special educators and counselors.
4. Contact with agencies for display of products i.e. for supportive appliances.
5. Arrange all facilities and financial expenses.
6. Assess the child in context of facilities available in the school.

Educational administrators, at different levels of hierarchy, have a key role pertaining to children with special needs. They have different supervisory role before assessment, during assessment and after placement of the child i.e., monitoring the classroom teaching which is the main decisive factor for success of inclusive education. It is essential for the educational administrator to design a proper plan of action hazed on to the assessment containing the detail procedures, date, time, centers and provide the same to all concerned professionals much before the assessment to take place.



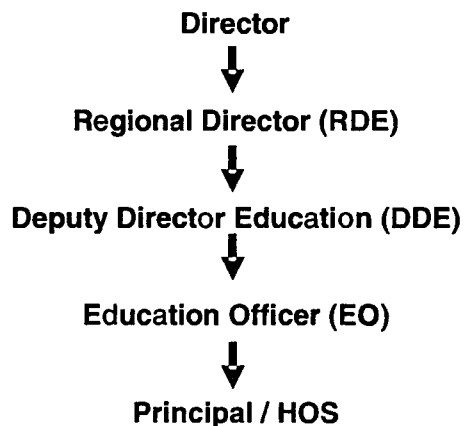
Reflection

Design a plan of action for organizing an assessment camp at your zone and discuss the steps for organizing an assessment camp.

4.4 EDUCATIONAL ADMINISTRATORS: TYPES AND THEIR NATURE OF WORK

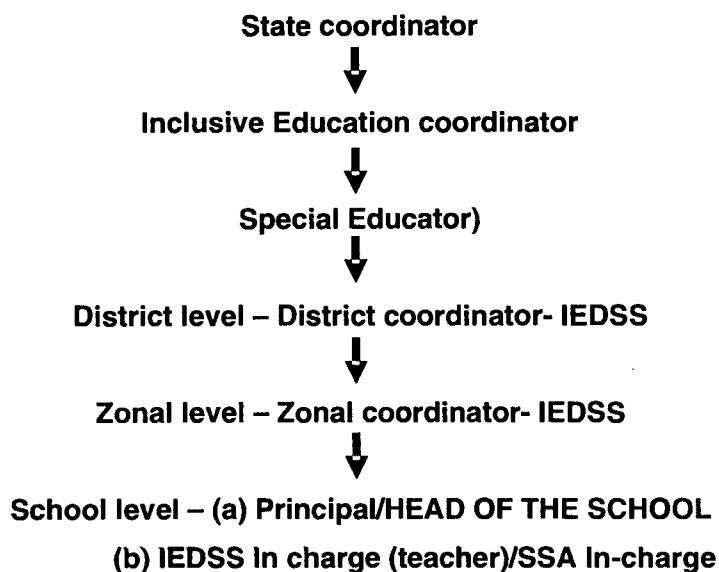
Educational administrators at different hierarchical levels have different role and responsibility according to the post and nature of work assigned to them. So far the educational administrator at different level of hierarchy in Directorate of Education, Government of National Capital Territory (GNCT) of Delhi are as follows but for monitoring the scheme of IEDSS an administrative cell at state level is being setup headed by Deputy Director, comprising members i.e. state coordinator, inclusive education coordinator and special educator:

Administrative Structure of GNCT of Delhi (Education)



Monitoring Administrative Structure of IEDSS and IE under SSA

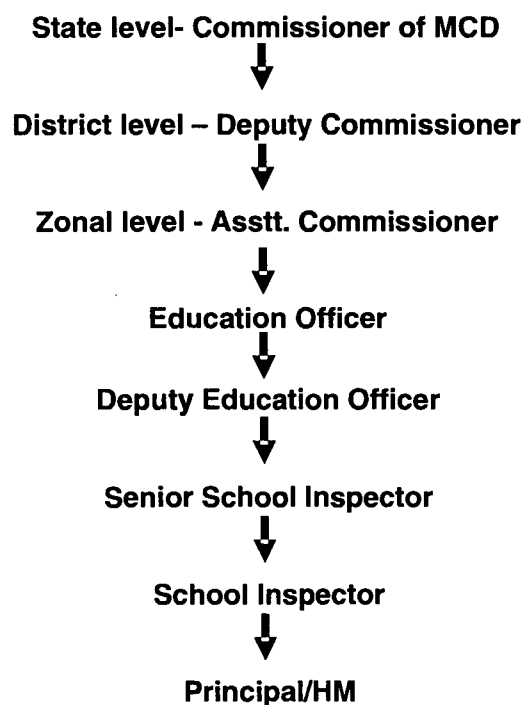
State level – Administrative cell (Team of Deputy Director-IEDSS)



External monitoring

Central team of MHRD Government of India under SSA / IEDSS programme who monitor the overall schemes/programmes regarding inclusive education.

Monitoring hierarchy pattern in schools of MCD in Delhi:



4.5 ASSESSMENT AND MONITORING AT DIFFERENT ADMINISTRATIVE LEVELS

Educational administrators at different levels of hierarchy have different roles and responsibility for assessing and monitoring the scheme of IEDSS and inclusive education under SSA.

4.5.1 Assessment and monitoring at State Level

Educational administrators at the state level have the following duties:

1. Determine the educational standards and goals for inclusive education at state level.
2. Ensure that these programs comply with central, state, and local laws.
3. Set policies and procedures for all teachers and staff for implementing this programme.
4. Motivate teachers and other staff
5. Provide parents with regular reports on their child's progress
6. Ask all district administrators of your state for preparing district annual plan along with detailed budgets.
7. Design a proper plan of action of inclusive education by taking all district plans.
8. Facilitation for timely release for funds.
9. Review and evaluate the pilot programmes
10. Respond to legislative question and concerns.
11. Conduct different programmes with district level authorities and orient them with their role in the implementation of Inclusive education at district level.
12. Evaluate the implementation of IEDSS through forming an evaluation team by talking persons from different organizations.
13. Ensure architectural barrier free environment in all the schools of all districts at state level.
14. Conduct impact-study at state level.

4.5.2 Assessment & monitoring at District level:

Education administrators at the district level are designated as district coordinator of IEDSS. All the District level coordinator will be responsible for the following:

- Must ensure the cent per cent enrolment of the children in their district.
- Must ensure that no child is detained in the same class.
- Must know all policies & programmes and schemes regarding education of children with special needs.
- They must attend different programmes organized at state level regarding education of children with special needs.

- They must ensure the record maintenance of all schools at district level pertaining to availability of resource teachers, resources rooms, teaching aids, including special toilets, furniture etc.
- Must ensure architectural barrier free environment in all the school of their district, well aware teachers & flexibility in time table, curriculum, examination, teaching methodology and assessment proceedings.
- Must update all district officers with different relevant information.
- Must ensure the supervision of progress of child in academic and other activities of the schools.
- Must organize orientation programmes for principal, teachers of the schools at district level.

During an on-site school visit monitoring team members at District level must:

- Visit the school and monitor the school environment
- Conduct interviews with principal, special teacher, general teacher, parents and the child for necessary feedback for improving the implementation of the inclusive education.
- Verify all findings of non-compliance through different sources.
- Copy documentation that substantiates findings.
- Summarize findings and pertinent information; and monitor the classroom teaching.

4.5.3 Assessment & monitoring at Zonal Level:

Zonal coordinator of IEDSS is responsible for all the schools falling under his zone and it is his/her responsibility to:

1. Ensure the well organized identification and assessment camp of every school for child with special needs.
2. Must monitor the smooth and easy process for certification of each and every child with special needs of all schools.
3. Ensure the formation of medical team for continuous diagnosis process of every child with special needs.
4. Monitor the treatment procedure and maintain all concerned records of the child with special needs.
5. Ensuring the availability of aids and appliances to the child as per need assessments.



Reflection

If you are a member of the monitoring team at zonal level, list the key points on which you will focus your monitoring in the school.

4.5.4 Assessment & Monitoring at School level:

Ultimately, schools and teachers are responsible for creating the conditions for learners to succeed. Micro planning in schools should take cognizance of the nature and extent of support learners require. Learners, who experience barriers to learning, are a significant component of the ordinary school population. In addition, a significant number of students repeat grade and drop out from the school because their needs are not met. Support should therefore be seen as an integral part of the teaching and learning process in all schools. As assessment can never be seen as separate from this process, it is essential that support measures also focus on this. In order to ensure effective learning the teacher needs to ask themselves the following questions:

- What concept, skill, or knowledge am I trying to assess?
- What should my learners know?
- At what level should my learners be performing?
- What type of knowledge is being assessed: reasoning, memory, product or process?
- Are all learners treated fairly, particularly those who experience barriers to learning?
- Are my assessment practices non-discriminatory?
- Are my assessment practices aimed at increasing learning and participation and minimizing exclusion?
- Are my assessment approaches an attempt to minimize categorization of learners?
- Are ranges of assessment used that allow all my learners to display their skills?
- Have environmental influences such as poverty and trauma been taken into account during the assessment process?
- To maintain the cumulative record card (CRC) of every child in the school.
- To monitor the individualized educational programme (IEP) of children with special needs.



Reflection

Suggest strategies to monitor the functioning of scheme of IEDSS at School level.

Principal of the school is regarded as the building manager and the key personnel to create a positive school culture. Well aware and technology enabled principal of the school engages stakeholders, i.e. students, teachers specialists, para-professionals, other support personnel & families for implementation of inclusive education effectively.

Principal is the key person to ensure-architectural barrier free environment in the school and facilities of Ramps, Grill, Sign Boards, Bell, Special toilets, adopted games materials etc.

Principal needs to:

- Sensitize the teacher for education of Child with special needs.

- Provide seating arrangements in the classrooms (disabled friendly furniture)
- Ensure proper light and availability of other teaching aids and appliances.
- Ensure the maintenance of the resource room
- Process and provide list of NGOs, Social workers, Hospitals, Medical Doctors, Special Teachers, Rehabilitation personnel, Guides, Kit of information and Disability units.
- Ensure the proper maintenance of records i.e., enrolment, identification, certification, diagnosis, profile of child, parent meetings, feed back from parents, teacher diary etc.

The Principal of the School should monitor the teacher's class room teaching where the children with special needs are placed. During monitoring he should ensure the following:

- Classroom cleanliness and decoration, creating a learning environment i.e. Building as learning aid (BaLA) rooms more effectively.
- Lesson Plan and maintain diary.
- Identification & record of the children with special needs and efforts to improve the child with special needs.
- Provision of enrichment programme.
- Evaluation – unit tests, class tests, class work, project, homework, viva-voice etc. (as per newly introduced Continuous and comprehensive evaluation scheme- **CCE** of CBSE).
- Motivation of students by the teacher to learn the topic by relating it to their needs
- Use of teaching aids i.e. black board, OHP, slides, contextual/local aids, clippings, models, CAL, PowerPoint presentation etc.
- Interaction with children with special needs –involvement and communication.
- Random checking of note Books to see whether they have been checked properly by the teacher.
- Follow up of corrections/remarks in tests and note books.



Reflection

List the key aspects of monitoring the maintenance of resource room in your School.

Monitoring Available Resource:

Educational administrator should have continuous review of the emerging standards for the performance of the Principal of the school to determine the knowledge & skills that is effective.

Educational Administrator/Principal should supervise the performance of children with special needs by monitoring the resource room facilities through the provision of different materials given to the child belonging to different categories.

Educational administrator/Principal should ensure the financial aid & assistance available in monitoring the resource room. Special teachers availability must be ensured.

Monitoring the record maintenance at school level:

Educational administrator/Principal of the school needs to do the following:-

- Ensure maintenance of records concerning with child with special needs and update it from time to time. The following issues may be covered in school level record of CWSN separately.
- Ensure enrolment of CWSN
- Promote free and easy admission of CWSN through out the year
- Facilitate assessment, diagnosis, maintenance of record of the child immunization, health check up and regular medical referred services.
- Facilitate certification of CWSN
- Implement policies/schemes and provide facilities for child with special needs.
- Sensitize parents, teachers, pupil's about the education of child with special needs by organizing different sensitization programmes.
- Progress and development of CWSN regarding their physical, intellectual, emotional social aspects of educational development & performance in other activities.
- Ensure proper placement or rehabilitation of the child with special needs in the school.
- Maintain portfolio of assessment of child with special needs.

Monitoring of General Teaching:

In the process of assessment of general teaching some attention may be paid to the child with special needs to assess their interaction with peer groups or other children of their classes and assess their participation in classroom teaching and other daily activities. All teachers should be aware of the special needs of every child in the class room. They should ensure the proper seating arrangement in the classroom setup.

Monitoring Resource Support Provided by Special Teacher:

This means that special educators must find multiple ways of exposing learners to learning opportunities that will help them to demonstrate their full potential in terms of knowledge, skills, values and attitudes. If you are going to assess the resource support Principal of the school should ensure that the teacher:

- Assists learners to reach their full potential
- Is participative, democratic and transparent
- Involves learners actively using relevant knowledge in real-life contexts
- Uses integrated approach throughout the teaching and learning process
- Uses remedial as well as enrichment programmes.
- Allows expression or demonstration of knowledge in multiple ways by introducing flexibility in education.

- Encourage / ensure to individualized, performance-based assessment
- Provides required aids and appliances as per the assessment of the child.
- Orient children with special needs regarding the proper care and maintenance of the aids and appliances used.

Role and Responsibilities of Principal:

School that embraces inclusive education is engaged in the process of reculturing expectations and changing structures and patterns to support initiatives of inclusive education. Principals play critical role as facilitators in reculturing efforts. Commitment of leadership of Principal who provides support and reassurance for parents, teachers, students, specialists and others about the value of their efforts is very important.

If you are in the role of Principal, following instructional leadership priorities should be kept in mind to make yourself effective and successful. These are:

1. Defining and communicating the school's educational mission/goals,
2. Managing curriculum and instruction,
3. Supporting and supervising teaching,
4. Monitoring student's progress, and
5. Promoting a learning climate.
6. Promoting professional development of the staff.

These priorities keep effective administrators focused on learning of all children including CWSN and professional development of staff. As a result, effective leaders are familiar with current research. They can find necessary resources, provide professional opportunities for all staff members, and evaluate teachers' performance.

Principals ensure the diverse needs of students and their family are addressed through five major elements of school i.e. organization, curriculum and instruction, professional development, climate, and student assessment.

Providing appropriate educational opportunities for all students is an ambitious goal. Neither legislative mandates nor noble intentions can guarantee better educational outcomes for all students unless the educational administrators perform their responsibilities sincerely.

4.6 CONCLUSION

To be a successful Educational Administrator at different levels this unit would provide you certain strategies for implementation of inclusive education effectively. You can achieve successfully the educational goals of all children including the children with special needs through your commitments and efforts.

UNIT 5 – MONITORING THE CURRICULUM INTERVENTION AND CLASSROOM TEACHING

Dr. Rajashree Pradhan, Ms. Vishakha Gautam, Ms. Indu Sharma

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Monitoring
- 5.4 Concept of Curriculum and Principles of Curriculum Development
- 5.5 Concept of Curriculum Adaptation
- 5.6 Dimensions of Effective Teaching
 - 5.6.1 Professional Characteristics
 - 5.6.2 Teaching Skills
 - 5.6.3 Classroom Climate
- 5.7 Monitoring the classroom process
- 5.8 Monitoring the classroom level programmes for CSWN
- 5.9 Conclusion

5.1 INTRODUCTION

Teaching and learning are two halves of one verb – nothing's been taught till it's been learnt. Effective teaching leads to effective learning. There is no one way of effective teaching and learning. Every teacher has their own particular style/approach or toolbag of skills and techniques that they deploy in the classroom. Pupil can learn many things out side the school environment without the aid of teachers. But the purpose of systematic teaching is to foster the learning of important skills knowledge and attitudes that would otherwise not occur and would happen less rapidly. In this all teaching should be about accelerating pupils learning. So planning and implementation and monitoring the classroom process for effective learning and ensuring pupils progress are crucial for successful inclusive education.

The national focus group on education of children with special needs, NCF (2005), recommends that for inclusion to happen, an educational administrator needs to plan and execute programmes based on the philosophy of inclusion. One can think about two phases for building a vision about inclusion. In the first phase, she/he already has an understanding about inclusive education. In the second phase, while implementing inclusive practices, she/he adds on, modifies and develops a newer perspective about it. It could be different than the first one or similar with different ramifications and applications. Inclusive curriculum should imbibe and propagate the human rights component for educating all children despite having differences. Children with special needs are children first and later have special educational needs.

The educational administrator should ensure the curriculum which should be flexible accessible and appropriate for children with diverse needs, availability of adequate support services in the form of technology assistive device, teaching learning material and

specialized professionals and finally teachers who is the most decisive element for the success of inclusive education.

There are some important aspects associated with the role of an educational administrator. Educational Administrator can ask the general and special teacher to think about the following points:

1. What is the prominent teaching style of a teacher?
2. Why does the teacher adopt that style for children with special needs?

It is understandable that all children do not have same learning style and are diverse in their ways of learning.

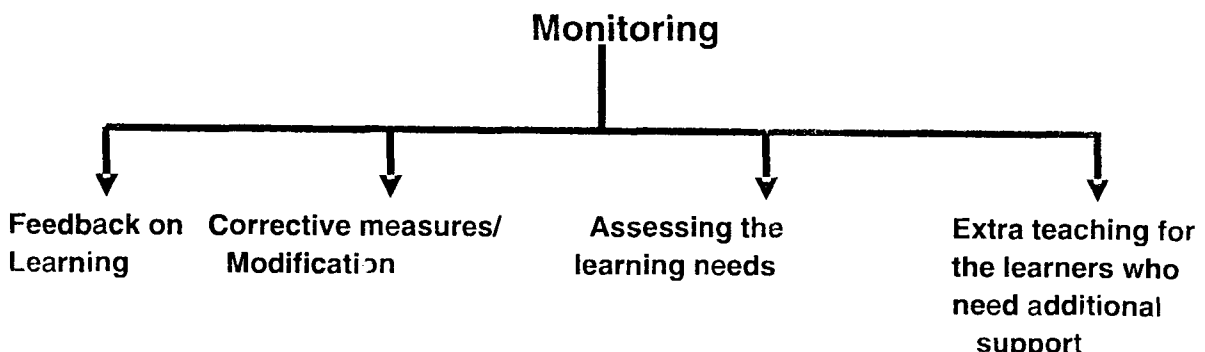
5.2 OBJECTIVES

After going through this unit you will be able to

- Acquaint yourself with the different teachers style and their implication to pupils' progress
- Know the principle of curriculum development and curriculum adaptation for children with special needs.
- Orient yourself with the various teaching learning materials used for children with special needs.
- Design a monitoring mechanism to monitor the class room process on different dimensions of teaching and learning.

5.3 MONITORING

Monitoring is not just simply the process of compiling and collating essential information at all levels. It involves looking back and checking the loopholes present during implementation of the programme. It is important to continually monitor and evaluate every programs track in order to ensure that it meets the objectives for which it was launched. Hence, mid-course corrections should be carried out from time to time. Monitoring helps in identifying the strengths and weaknesses of the programme as well as assessing its progress. Monitoring of classroom process for the progress of pupils' learning involves the following aspects:



5.4 CONCEPT OF CURRICULUM

The word Curriculum is derived from the Latin word “Currus” which means a “chariot” or “runway” it has the same meaning as the word “course” in English language. It is a set of courses and their content offered to enhance/ modify the **Knowledge, Skill and Attitude (KSA)** of the students.

For CWSN, the specific objectives of curriculum are:

1. To attain personal adequacy
2. To develop social competency
3. To achieve vocational efficiency

The Curriculum is a dynamic process of teaching- learning in this modern age of science and technology. It is a written programme, which cannot remain static because of the quantum of knowledge in all fields is increasing rapidly so and the quality of tools & techniques of instructions must improve too. It has to be planned, implemented, revised and reoriented from time to time.

Principles of Curriculum development

There are few principles of Curriculum development that has to be kept in mind:

- It has to be goal oriented
- It should be age appropriate
- Should cater to the specific needs of Children with special needs (CWSN)
- It has to match the level and grade of the child
- It should be up-to-date
- Must stimulate students to be creative
- Must be integrated and cohesive
- It should be comprehensive.

Curriculum is a broader term than **syllabus**, which outlines only the topics of teaching and learning for the reference of students and staff. Curriculum includes all the activities and learning experiences organized in the classroom or out of it for the benefit of learners.

Formal Curriculum

Formal curriculum is the most common amongst most teachers where predetermined educational outcomes or goals are expected to be achieved by the students. This is the structured curriculum assigned by the higher authorities so teachers are constrained to teach from prescribed text books. There is little authority with teachers and freedom to the students to go beyond the set pattern or framework. Thus the average learners tend to gain maximum from such pattern or framework.

Hidden Curriculum

Hidden curriculum is unplanned learning which occurs in the classroom (in the school compound) or when the students interact together with or without teacher's presence. It should be flexible and appropriate to accommodate the children with diverse needs including those with disability in both cognitive and non-cognitive areas. They should make provisions for using sign language for children with hearing impairments and Braille for children with visual impairments. For examination and evaluation purposes, provisions of an optional

subject/third language, learning of sign language, Braille, finger Braille, etc. should be made for the learners according to their needs. This type of learning is natural and can be utilized to supplement structured classroom learning.

5.5 CURRICULUM ADAPTATIONS


In case of CWSN, the curriculum has to be adapted in a manner which is close to the real life situation than teaching the topic with theoretical perspective. The curriculum has to have a practical orientation combined with functions. For e.g. in a theoretical method, the teacher may tell about various vegetables, while in a practical orientation the teacher may bring the specimen of those vegetables, which a student is familiar at home. In other words, ***the subject has to be taught to the child in relation to its functional utility.***

The general considerations for curriculum modifications would be as follows:

1. Identification of needs of the child
2. Holistic approach to curriculum
3. Provision of group participation and interaction
4. Functional orientation of the curriculum
5. Adapting published material

Category	Curriculum Adaptation
Children with Visually Impairment	<ul style="list-style-type: none"> • Text books in Braille • More verbal clues • Touching of objects and explaining them verbally especially in teaching mathematics like toys etc. • Adaptation of charts and atlas in embossed pictures so that students could touch, feel and understand • Computer adaptation combining the screen with voice (special software installation e.g. DAISY) • Adaptation of key board with Braille
Children with Hearing Impairment	<ul style="list-style-type: none"> • Curriculum to have more visuals • Assessment of needs of children with hearing disability, curriculum according to the category and degree of deafness and pre or post language deafness
Children with Mental retardation	<ul style="list-style-type: none"> • Repetitive kind of activities • Breaking down task into simpler steps • Behaviour modification • Use of daily routine examples in teaching • Using concrete examples • Vocational training • Teaching through co-curricular activities like dance, yoga etc <p>(For wheelchair bound children) Services from therapist like occupational therapist, physiotherapists, speech therapist etc.</p>

Children with learning disability	<ul style="list-style-type: none"> • Direct Instruction material • Use of examples • Evaluation technique should be modified • Training in time management • Training in peer interaction and relationship • Simple content
Children with locomotor disability	<ul style="list-style-type: none"> • Curriculum should include health care • School environment free from architectural barriers • Resources available in school premises • Functional curriculum • Physical adaptation of the classroom

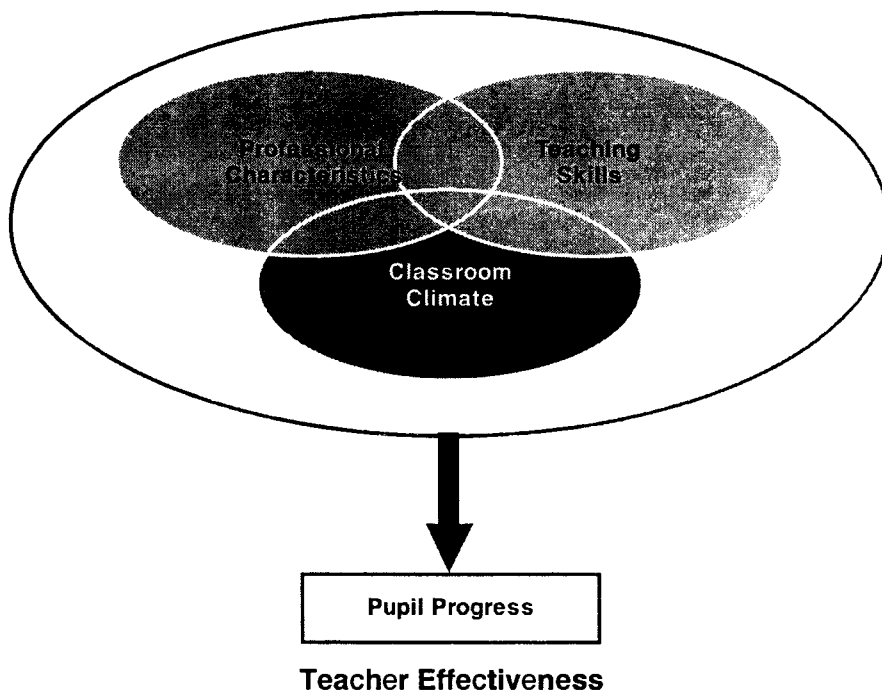


Reflection

What more curricular adaptations you would like to suggest for children with diverse needs?

5.6 MEASURES OF TEACHER EFFECTIVENESS

In effective teaching there are three main factors within the teachers' control that significantly influence pupils' progress:



Professional Characteristics: The underlying dispositions and patterns of behaviour that drive what teachers do-these are related to fundamental values, commitments and attitudes. Teachers do really make a difference. There are different teacher's style i.e. the manner in which the teacher present oneself and respond to people behaviour will affect pupil's self-esteem and their attitude to work and their success. The following table depicts different teacher personality type and corresponding pupils' responses:

Table-1

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

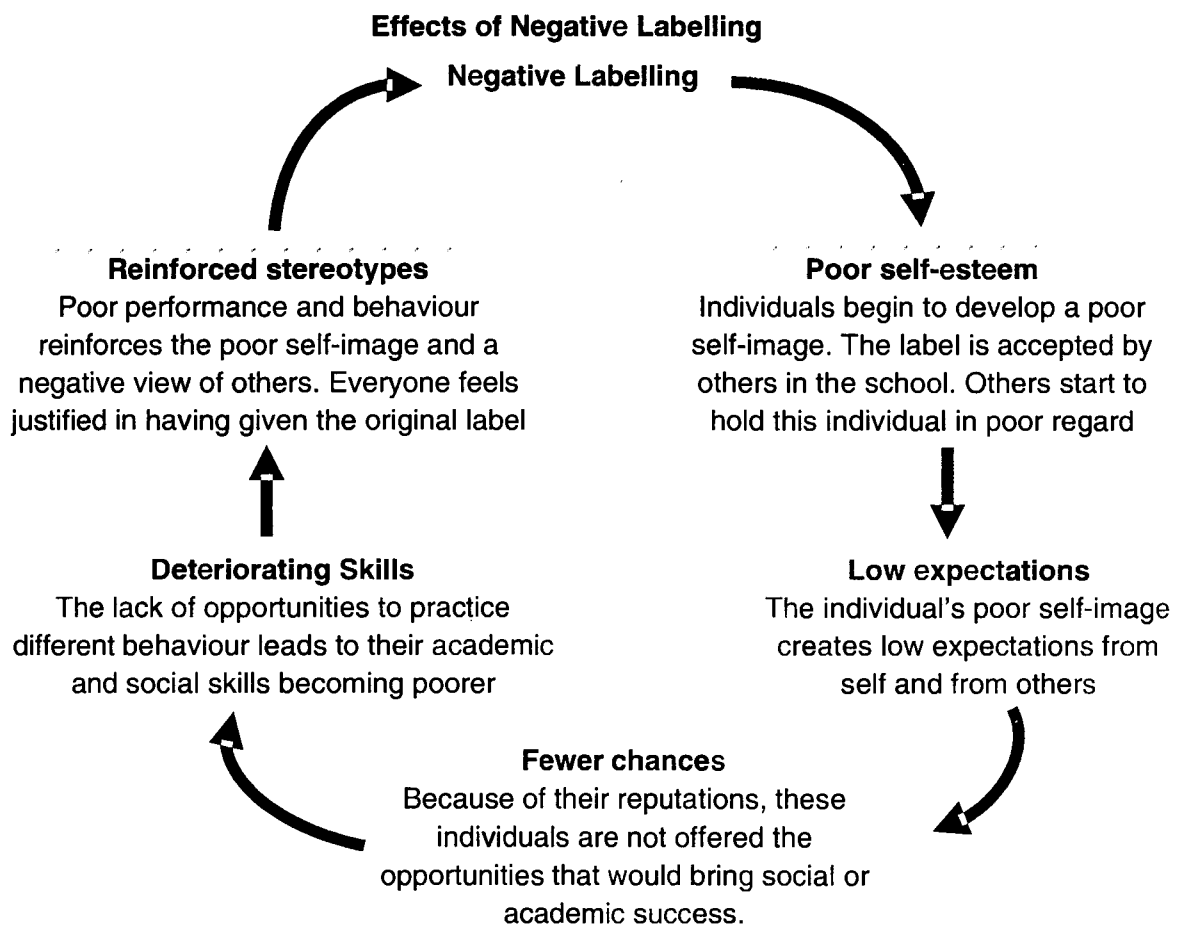
Due to the different teacher's style the teacher in the classroom can make a big difference on how people feel about themselves in relation to their learning. Low self-esteem produce the children motivation to learn and can have damaging effects on their cognitive and social development. Lack of motivation and effort is related to the lack of a clear sense of self-

efficiency. Motivation, self-esteem and self-efficacy can link together in important ways to help us understand the different ways learners may respond to the demands and opportunities of the classroom.

Strategies for teachers to raise the self-esteem of pupils

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

Educational administrators play a significant role in orienting the teachers not to label a child at any circumstances and also keep an eye during monitoring teaching in the class.



Source: Department for Education and Skills, 2002 (London)



Reflection

Which teacher's style do you feel appropriate for children with special needs? How could you provide feedback to your teachers for adopting the appropriate teacher's style?

Teaching skills: the 'micro-behaviour' of the specific skills of teaching-these can be identified and learned. The various components of teaching skills are:

- **Expectation** – Effective teachers communicate clear and consistent expectations with an appropriate level of challenge to all pupils and he/she varies his/her motivational strategies according to the pupil's capability and provide opportunity for them to take responsibility for their own learning.
- **Planning** – Effective teachers should have a clear plan and objective for each lesson. They communicate these clearly to the pupils at the start of the session. They focus on pupil's learning outcomes. They keep the necessary material and resources ready for the class. Learning activities assigned to the pupils should have clear instructions.
- **Methods and Strategies** - Effective teachers use a variety of teaching strategies and techniques. They actively involve all pupils and interact a lot with the pupils and monitor that understanding. They keep pupils engaged on tasks in class through small groups and individual activities.
- **Pupil management:** Effective teacher have a clear strategy for pupil management so that every pupil feels safe and secure and maximum time is focused on learning.
- **Time and resource management:** Effective teacher make judicious use of planned time by allocating their time fairly among all pupils. They also make proper use of teaching aids to enhance the pupil's learning. Teaching aids are devices presenting units of knowledge through auditory or visual stimuli or both with the view to help learning. They concretize the knowledge to be presented and help in making a learning experience appear real, living and vivid.

Education Administrators should keep in mind the following points for TLM:

- a) School Budget allocation for TLM
- b) Justification from the teachers regarding the need of TLM for CWSN
- c) Analyzing the need for TLM for CWSN
- d) Speeding the process of repairing the TLM
- e) Making a staff responsible regarding the maintenance of TLM
- f) Maintenance of stock register for TLM
- g) For Field trips, time should be allocated annually.
- h) Making provisions for Resource persons visits

Types of teaching learning materials (TLM)

1. Printed aids	2. Visual aids	3. Audio aids	4. Audio Visual aids
<ul style="list-style-type: none"> • Periodicals • Books • Newspapers 	<ul style="list-style-type: none"> • Slide • Filmstrips • Model • Graphs/charts • Pictorial materials • Globes/maps 	<ul style="list-style-type: none"> • Tape recordings • Phonograph discs • Radio 	<ul style="list-style-type: none"> • Motion pictures • Television • Dramatization • Field trips and Excursion

- **Assessment** : Effective teacher may use a range of assessment methods to monitor pupil's progress, give feed back and encourage pupil to judge their own success.
- **Homework**: Effective teacher ensures that homework is integrated with the class work and each tailored to individual needs and is marked regularly and constructively.
- **Classroom climate**: An 'output measure' of the collective perceptions of pupils about working in a particular teacher's classroom- this relates very strongly to pupils' motivation to learn and work to the best of their ability.

Key dimensions of classroom climate.	
Clarity	How each lesson relates to the broader subjects, as well as clarity regarding the aims and objectives of the school.
Order	Discipline, order and civilized behaviour are maintained in the classroom.
Standards	A clear set of standards as to how pupils should behave and what each pupil should do and try to achieve, with a clear focus on higher rather than minimum standards.
Fairness	The degree to which there is an absence of favoritism, and a consistent link between rewards in the classroom and actual activities.
Participation	The opportunity for pupils to participate actively in the class by discussion, questioning, giving out materials, and other similar activities.
Support	Feeling emotionally supported in the classroom, so that pupils are willing to try new things and learn from mistakes.
Safety	The degree to which the classroom is a safe place, where pupils are not at risk from emotional or physical bullying, or other fear-arousing factors.
Interest	The feeling that the classroom is an interesting and exciting place to be, where pupils feel stimulated to learn.
Environment	The feeling that the classroom is a comfortable, well-organized, clean and attractive physical environment.

Source: Department for Education and Skills, 2002 (London)



Reflection

What are the different aspects of teaching learning material you would like to monitor during your observation of classroom teaching?

5.7 MONITORING THE CLASSROOM PROCESS

The administrators should monitor on the quality of teaching. The quality of teaching is to be judged on terms of its impact on pupil's learning.

Administrators should monitor the quality of teaching under these headings:

While evaluating the educational administrators should make judgment by considering the extent to which teachers:

- show good subject knowledge and understanding in the way they present and discuss their subject;
- are technically competent in teaching basic skills;
- plan effectively, setting clear objectives that pupils understand;
- challenges and inspire, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods that enables all pupils to learn effectively;
- manage pupils well and insist on high standards of behaviour;
- use time, support staff and other resources, especially information and communication technology effectively;
- assess pupils' work thoroughly and use assessment to help and encourage pupils to overcome difficulties;
- use homework effectively to reinforce and/or extend what is learned in school.

At the same time the administrator should look in terms of effective learning to the extent to which pupils:

- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work; are productive and work at a good pace;
- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve



Reflection

How could you judge the effectiveness of teaching methodology used by the teacher?

5.8 MONITORING THE CLASSROOM LEVEL PROGRAMMES FOR CWSN

1. Educational administrators could also regulate the process of inclusion by understanding small evaluation studies using Action Research. Each year with the help of co-associates (mainly teachers) these studies may focus on successes, collaborations etc. for achieving inclusion. In this manner, assessment of one's work, self introspection as well as self appraisal keeps the good work going.
2. In addition, administrators can maintain a monthly evaluation and self check proforma to be submitted by the teachers. This could be followed by mutual sharing and discussion on the feed back of the new ventures for inclusion involving all the concerned teachers, other staff and the administrator himself. Depending upon the need of the programme and time available with members these meetings could be conducted.
3. The administrators should remember the fact that before and after school hours, parents and siblings are the most significant persons in child's life. Therefore, parents should also be involved in important meetings along with the teachers and Para professionals.
4. The administrator should facilitate sharing both the unmet challenges and probable solutions to the problems faced by the classroom teachers and other staff members for realizing inclusive practices. In this manner, parents' inhibitions to openly discuss their apprehensions, incapability to handle unpredictable situations and joyful experiences would be resolved. Interesting learning styles can be narrated as examples of diversity

This may be an essential feature highlighted during annual functions in school reports, newsletters etc. published by the school administrator's office. This would help facilitate acceptance of diversity as a natural phenomenon by one and all. Also attitudinal barriers about special needs seem to loosen to create a free and conducive educational environment.

5.9 CONCLUSION

Educational administrators should facilitate the teacher and support staff to make available required teaching learning material and assistance technology for realizing the goal of inclusive education. They should ensure the assistance and support from different specialists according to individual needs of children in terms of procurement of the material and human resources for making inclusive education a success.

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PWD ACT, 1995

THE PERSONS WITH DISABILITIES

(EQUAL OPPORTUNITIES, PROTECTION OF RIGHTS AND FULL PARTICIPATION) ACT, 1995

**PUBLISHED IN PART II, SECTION 1 OF THE
EXTRAORDINARY GAZETTE OF INDIA**

MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS

(Legislative Department)

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

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

[1st January 1996]

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

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

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

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

Preliminary

1.

- 1. This Act may be called the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.**

2. It extends to the whole of India except the State of Jammu and Kashmir.
3. It shall come into force on such date as the Central Government may, by notification, appoint.

2. In this Act, unless the context otherwise requires, -

- a. "appropriate Government" means, -
 - i. in relation to the Central Government or any establishment wholly or substantially financed by that Government, or a Cantonment Board constituted under the Cantonment Act, 1924, the Central Government;
 - ii. in relation to a State Government or any establishment wholly or substantially financed by that Government, or any local authority, other than a Cantonment Board, the State Government;
 - iii. in respect of the Central Coordination Committee and the Central Executive Committee, the Central Government;
 - iv. in respect of the State Coordination Committee and the State Executive Committee, the State Government;
- b. "blindness" refers to a condition where a person suffers from any of the following conditions, namely:-
 - i. total absence of sight; or
 - ii. visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or
 - iii. limitation of the field of vision subtending an angle of 20 degree or worse;
- c. "Central Coordination Committee" means the Central Coordination Committee constituted under sub-section (1) of section 3;
- d. "Central Executive Committee" means the Central Coordination Committee constituted under sub-section (1) of section 9;
- e. "cerebral palsy" means a group of non-progressive conditions of a person characterised by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant period of development;
- f. "Chief Commissioner" means the Chief Commissioner appointed under sub-section (1) of section 57;
- g. "Commissioner" means the Commissioner appointed under sub-section (1) of section 60;
- h. "competent authority" means the authority appointed under section 50;
- i. "disability" means -
 - i. Blindness;
 - ii. low vision;
 - iii. leprosy-cured;
 - iv. hearing impairment;
 - v. locomotor disability;
 - vi. mental retardation;
 - vii. mental illness;
- j. "employer" means,
- k. in relation to a Government, the authority notified by the Head of the Department in this behalf or where no such authority is notified, the Head of the Department; and
- l. in relation to an establishment, the chief executive officer of that establishment;

- m. "establishment" means a corporation established by or under a Central, Provincial or State Act, or an authority or a body owned or controlled or aided by the Government or a local authority or a Government company as defined in section 617 of the Companies Act, 1956 and includes Departments of a Government;
- n. "hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;
- o. "institution for persons with disabilities" means an institution for the reception, care, protection, education, training, rehabilitation or any other service of persons with disabilities;
- p. "leprosy cured person" means any person who has been cured of leprosy but is suffering from-
 - i. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - ii. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - iii. extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;
- q. "locomotor disability" means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy;
- r. "medical authority" means any hospital or institution specified for the purposes of this Act by notification by the appropriate Government;
- s. "mental illness" means any mental disorder other than mental retardation;
- t. "mental retardation" means a condition of arrested or incomplete development of mind of a person which is specially characterised by subnormality of intelligence;
- u. "notification" means a notification published in the Official Gazette;
- v. "person with disability" means a person suffering from not less than forty per cent of any disability as certified by a medical authority;
- w. "person with low vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;
- x. "prescribed" means prescribed by rules made under this Act;
- y. "rehabilitation" refers to a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric or social functional levels;
- z. "special Employment Exchange" means any office or place established and maintained by the Government for the collection and furnishing of information, either by keeping of registers or otherwise, respecting -
 - i. persons who seek to engage employees from amongst the persons suffering from disabilities;
 - ii. persons with disability who seek employment;
 - iii. vacancies to which person with disability seeking employment may be appointed;
- aa. "state Coordination Committee" means the State Coordination Committee constituted under sub-section (1) of section 13;
- bb. "state Executive Committee" means the State Executive Committee constituted under sub-section (1) of section 19.

The Central Coordination Committee

1. The Central Government shall by notification constitute a body to be known as the Central Coordination Committee to exercise the powers conferred on, and to perform the functions assigned to it, under this Act.
2. The Central Coordination Committee shall consist of -
 - a. the Minister in charge of the Department of Welfare in the Central Government, Chairperson, ex officio;
 - b. the Minister of State in-charge of the Department of Welfare in the Central Government, Vice-Chairperson, ex officio;
 - c. Secretaries to the Government of India in-charge of the Departments of Welfare, Education, Woman and Child Development, Expenditure, Personnel, Training and Public Grievances, Health, Rural Development, Industrial Development, Urban Affairs and Employment, Science and Technology, Legal Affairs, Public Enterprises, Members, ex officio;
 - d. Chief Commissioner, Member, ex officio;
 - e. Chairman Railway Board, Member, ex officio;
 - f. Director-General of Labour, Employment and Training, Member, ex officio;
 - g. Director, National Council for Educational Research and Training, Member, ex officio;
 - h. three Members of Parliament, of whom two shall be elected by the House of the People and one by the Council of States, Members;
 - i. three persons to be nominated by the Central Government to represent the interests, which in the opinion of that Government ought to be represented, Members;
 - j. Directors of the -
 - i. National Institute for the Visually Handicapped, Dehradun;
 - ii. National Institute for the Mentally Handicapped, Secundrabad;
 - iii. National Institute for the Orthopaedically Handicapped, Calcutta;
 - iv. Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai, Members, ex officio;
 - k. four Members to be nominated by the Central Government by rotation to represent the States and the Union territories in such manner as may be prescribed by the Central Government: Provided that no appointment under this clause shall be made except on the recommendation of the State Government or, as the case may be, the Union territory;
 - l. five persons as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the Central Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the Central Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
 - m. Joint Secretary to the Government of India in the Ministry of Welfare dealing with the welfare of the handicapped, Member-Secretary, ex officio.
3. The office of the Member of the Central Coordination Committee shall not disqualify its holder for being chosen as or for being a Member of either House of Parliament.

4. (1) Save as otherwise provided by or under this Act a Member of Central Coordination Committee nominated under clause (i) or clause (1) of sub-section (2) of section 3 shall hold office for a term of three years from the date of his nomination;

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

- (2) The term of office an ex officio Member shall come to an end as soon as he ceases to hold the office by virtue of which he was so nominated.
 - (3) The Central Government may if it thinks fit remove any Member nominated under clause (i) or clause (1) of sub-section (2) of section 3, before the expiry of his term of office after giving him a reasonable opportunity of showing cause against the same.
 - (4) A Member nominated under clause (i) or clause (1) of sub-section (2) of section 3 may at any time resign his office by writing under his hand addressed to the Central Government and the seat of the said Member shall thereupon become vacant.
 - (5) A casual vacancy in the Central Coordination Committee shall be filled by a fresh nomination and the person nominated to fill the vacancy shall hold office only for the remainder of the term for which the Member in whose place he was so nominated.
 - (6) A Member nominated under clause (i) or clause (1) of sub-section (2) of section 3 shall eligible for renomination.
 - (7) Members nominated under clause (i) and clause (1) of sub-section (2) of section 3 shall receive such allowances as may be prescribed by the Central Government.
5. (1) No person shall be a Member of the Central Coordination Committee, who-
- a. is, or at any time has been, adjudged insolvent or has suspended payment of his debts or has compounded with his creditors, or
 - b. is of unsound mind and stands so declared by a competent court, or
 - c. is or has been convicted of an offence which, in the opinion of the Central Government, involves moral turpitude, or
 - d. is or at any time has been convicted of an offence under this Act, or
 - e. has so abused in the opinion of the Central Government his position as a Member as to render his continuance in the Central Coordination Committee detrimental to the interests of the general public.
- (2) No order of removal shall be made by the Central Government under this section unless the Member concerned has been given a reasonable opportunity of showing cause against the same.
 - (3) Not withstanding anything contained in sub-section (1) or sub-section (6) of section 4, a Member who has been removed under this section shall not be eligible for renomination as a Member.
6. If a Member of the Central Coordination Committee becomes subject to any of the disqualifications specified in section 5, his seat shall become vacant.

7. The Central Coordination Committee shall meet at least once in every six months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the Central Government.
8. (1) Subject to the provisions of this Act, the function of the Central Coordination Committee shall be to serve as the national focal point on disability matters and facilitate the continuous evolution of a comprehensive policy towards solving the problems faced by persons with disabilities.
- (2) In particular and without prejudice to the generality of the foregoing, the Central Coordination Committee may perform all or any of the following functions, namely:-
 - a. review and coordinate the activities of all the Departments of Government and other Governmental and non-Governmental Organisations which are dealing with matters relating to persons with disabilities;
 - b. develop a national policy to address issues faced by persons with disabilities;
 - c. advise the Central Government on the formulation of policies, programmes, legislation and projects with respect to disability;
 - d. take up the cause of persons with disabilities with the concerned authorities and the international organisations with a view to provide for schemes and projects for the disabled in the national plans and other programmes and policies evolved by the international agencies;
 - e. review in consultation with the donor agencies their funding policies from the perspective of their impact on persons with disabilities;
 - f. take such other steps to ensure barrier free environment in Public places, work places, public utilities, schools and other institutions;
 - g. monitor and evaluate the impact of policies and programmes designed for achieving equality and full participation of persons with disabilities;
 - h. to perform such other functions as may be prescribed by the Central Government.
9. (1) The Central Government shall constitute a Committee to be known as the Central Executive Committee to perform the functions assigned to it under this Act.
- (2) The Central Executive Committee shall consist of -
 - a. the Secretary to the Government of India in the Ministry of Welfare, Chairperson, ex officio;
 - b. the Chief Commissioner, Member, ex officio;
 - c. the Director-General for Health Services, Member, ex officio;
 - d. the Director-General, Employment and Training, Member, ex officio;
 - e. six persons not below the rank of a Joint Secretary to the Government of India, to represent the Ministries or Departments of Rural Development, Education, Welfare, Personnel Public Grievances and Pension and Urban Affairs and Employment, Science and Technology, Member, ex officio;
 - f. the Financial Adviser, Ministry of Welfare in the Central Government, Member, ex officio;
 - g. advisor (Tariff) Railway Board, Member, ex officio;
 - h. four members to be nominated by the Central Government, by rotation, to represent the State Governments and the Union territories in such manner as may be prescribed by the Central Government;

- i. one person to be nominated by the Central Government to represent the interest, which in the opinion of the Central Government ought to be represented, Member;
 - j. five persons, as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the Central Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the Central Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes:
 - k. Joint Secretary to the Government of India in the Ministry of Welfare dealing with the welfare of the handicapped, Member-Secretary, ex officio.
- (3) Member nominated under clause (i) and clause (i) of sub-section (2) shall receive such allowances as may be prescribed by the Central Government.
 - (4) A Member nominated under clause (i) or clause (i) of sub-section (2) may at any time resign his office by writing under his hand addressed to the Central Government and the seat of the said Member shall thereupon become vacant.
10. (1) The Central Executive Committee shall be the executive body of the Central Coordination Committee and shall be responsible for carrying out the decisions of the Central Coordination Committee:
- (2) Without prejudice to the provisions of sub-section (1), the Central Executive Committee shall also perform such other functions as may be delegated to it by the Central Coordination Committee.
11. The Central Executive Committee shall meet at least once in three months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the Central Government.
12. (1) The Central Executive Committee may associate with itself in such manner and for such purposes as may be prescribed by the Central Government any person whose assistance or advice it may desire to obtain in performing any of its functions under this Act.
- (2) A person associated with the Central Executive Committee under sub-section (1) for any purpose shall have the right to take part in the discussions of the Central Executive Committee relevant to that purpose, but shall not have a right to vote at a meeting of the said Committee, and shall not be a member for any other purpose.
 - (3) A person associated with the said Committee under sub-section (1) for any purpose shall be paid such fees and allowances, for attending its meetings and for attending to any other work of the said Committee, as may be prescribed by the Central Government.

The State Coordination Committee

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

- a. The Minister in-charge of the Department of Social Welfare in the State Government, Chairperson, *ex officio*;
 - b. the Minister of State in-charge of the Department of Social Welfare, if any, Vice-Chairperson, *ex officio*;
 - c. Secretaries to the State Government in-charge of the Departments of Welfare, Education, Woman and Child Development, Expenditure, Personnel Training and Public Grievances, Health, Rural Development, Industrial Development, Urban Affairs and Employment, Science and Technology, Public Enterprises, by whatever name called, Members, *ex officio*;
 - d. Secretary of any other Department which the State Government considers necessary, Member, *ex officio*;
 - e. Chairman Bureau of Public Enterprises (by whatever name called) Member, *ex officio*;
 - f. five persons, as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the State Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the State Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
 - g. three Members of State Legislature, of whom two shall be elected by the Legislative Assembly and one by the Legislative Council, if any;
 - h. three persons to be nominated by that State Government to represent agriculture, industry or trade or any other interest, which in the opinion of State Government ought to be represented, Members, *ex officio*;
 - i. the Commissioner, Member, *ex officio*;
 - j. Secretary to the State Government dealing with the welfare of the handicapped, Member-Secretary, *ex officio*.
- (3) Notwithstanding anything contained in this section, no State Coordination Committee shall be constituted for a Union territory and in relation to a Union territory, the Central Coordination Committee shall exercise the functions and perform the functions of a State Coordination Committee for the Union territory: Provided that in relation to a Union territory, the Central Coordination Committee may delegate all or any of its powers and functions under this sub-section to such person or body of persons as the Central Government may specify.
14. (1) Save as other wise provided by or under this Act, a Member of a State Coordination Committee nominated, Under clause (f) or clause (h) of sub-section (2) of section 13 shall hold office for a term of three years from the date of his nomination: Provided that such a Member shall, notwithstanding the expiration of his term, continue to hold office until his successor enters upon his office.
- (2) The term of office of an *ex officio* Member shall come to an end as soon as he ceases to hold the office by virtue of which he was so nominated.
- (3) The State Government may, if it thinks fit, remove any Member nominated under clause (f) or clause (h) of sub-section (2) of section 13, before the expiry of his term of office after giving him a reasonable opportunity of showing cause against the same.
- (4) A Member nominated under clause (f) or clause (h) of sub-section (2) of section 13 may, at any time, resign his office by writing under his hand addressed to the State Government and the seat of the said Member shall thereupon become vacant.

- (5) A casual vacancy in the State Coordination Committee shall be filled by a fresh nomination and the person nominated to fill the vacancy shall hold office only for the remainder of the term for which the Member in whose place he was so nominated.
 - (6) A Member nominated under clause (f) and clause (h) of sub-section (2) of section 13 shall be eligible for renomination.
 - (7) Members nominated under clause (f) and clause (h) of sub-section (2) of section 13 shall receive such allowances as may be prescribed by the State Government.
15. (1) No person shall be a Member of the State Coordination Committee, who -
 - a. is, or at any time, has been adjudged insolvent or has suspended payment of his debts or has compounded with his creditors, or
 - b. is of unsound mind and stands so declared by a competent court, or
 - c. is or has been convicted of an offence which in the opinion of the State Government involves moral turpitude, or
 - d. is or at any time has been convicted of an offence under this Act, or
 - e. has so abused, in the opinion of the State Government his position as a member as to render his continuance in the State Coordination Committee detrimental to the interests of the general public.
 - (2) No order of removal shall be made by the State Government under this section unless the Member concerned has been given a reasonable opportunity of showing cause against the same.
 - (3) Notwithstanding anything contained in sub-section (1) or sub-section (6) of section 14, a Member who has been removed under this section shall not be eligible for renomination as a Member.
16. If a Member of the State Coordination Committee becomes subject to any of the disqualifications specified in section 15, his seat shall become vacant.
 17. The State Coordination Committee shall meet at least once in every six months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed.
 18. (1) Subject to the provisions of this Act, the function of the State Coordination Committee shall be to serve as the state focal point on disability matters and facilitate the continuous evolution of a comprehensive policy towards solving the problems faced by persons with disabilities.
 - (2) In particular and without prejudice to the generality of the foregoing function the State Coordination Committee may, within the State perform all or any of the following functions, namely:-
 - a. review and coordinate the activities of all the Departments of Government and other Governmental and non-Governmental Organisations which are dealing with matters relating to persons with disabilities;
 - b. develop a State policy to address issues faced by persons with disabilities;
 - c. advise the State Government on the formulation of policies, programmes, legislation and projects with respect to disability;

- d. review, in consultation with the donor agencies, their funding policies from the perspective of their impact on persons with disabilities;
 - e. take such other steps to ensure barrier free environment in public places, work places, public utilities, schools and other institutions;
 - f. monitor and evaluate the impact of policies and programmes designed for achieving equality and full participation of persons with disabilities;
 - g. to perform such other functions as may be prescribed by the State Government.
19. (1) The State Government shall constitute a committee to be known as the State Executive Committee to perform the functions assigned to it under this Act
The State Government shall constitute a committee to be known as the State Executive Committee to perform the functions assigned to it under this Act.
- (2) The State Executive Committee shall consist of -
- a. the Secretary, Department of Social Welfare, Chairperson, *ex officio*;
 - b. the Commissioner, Member, *ex officio*;
 - c. nine persons not below the rank of a Joint Secretary to the State Government, to represent the Departments of Health, Finance, Rural Development, Education, Welfare, Personnel Public Grievances, Urban Affairs Labour and Employment, Science and Technology, Members, *ex officio*;
 - d. one person to be nominated by the State Government to represent the interest, which in the opinion of the State Government ought to be represented, Member;
 - e. five persons, as far as practicable being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the State Government, one from each area of disability, Members; Provided that while nominating persons under this clause, the State Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
 - f. Joint Secretary dealing with the disability division in the Department of Welfare, Member-Secretary, *ex officio*.
- (3) Members nominated under clause (d) and clause (e) of sub-section (2) shall receive such allowances as may be prescribed by the State Government.
- (4) A Member nominated under clause (d) or clause (e) may at any time resign his office by writing under his hand address to the State Government and the seat of the said Member shall thereupon become vacant.
20. (1) The State Executive Committee shall be the executive body of the State Coordination Committee and shall be responsible for carrying out the decisions of the State Coordination Committee.
- (2) Without prejudice to the provisions of sub-section (1), the State Executive Committee shall also perform such other functions as may be delegated to it by the State Coordination Committee.
21. The State Executive Committee shall meet at least once in three months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the State Government.

22. (1) The State Executive Committee may associate with itself in such manner and for such purposes as may be prescribed by the State Government any person whose assistance or advice it may desire to obtain in performing any of its functions under this Act.
- (2) A person associated with the State Executive Committee under sub-section (1) for any purpose shall have the right to take part in the discussions of the State Executive Committee relevant to that purpose, but shall not have a right to vote at a meeting of the said Committee, and shall not be a member for any other purpose.
- (3) A person associated with the said Committee under sub-section (1) for any purpose shall be paid such fees and allowances, for attending its meetings and for attending to any other work of the said Committee, as may be prescribed by the State Government.
- 23. In the performance of its functions under this Act, -**
- a. the Central Coordination Committee shall be bound by such directions in writing, as the Central Government may give to it; and
 - b. the State Coordination Committee shall be bound by such directions in writing, as the Central Coordination Committee or the State Government may give to it: Provided that where a direction given by the State Government is inconsistent with any direction given by the Central Coordination Committee, the matter shall be referred to the Central Government for its decision.
24. No act or proceeding of the Central Coordination Committee, the Central Executive Committee, a State Coordination Committee or a State Executive Committee shall be called in question on the ground merely on the existence of any vacancy in or any defect in the constitution of such Committees.

Prevention and Early Detection of Disabilities

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

Education

26. The appropriate Governments and the local authorities shall -
 - a. ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
 - b. endeavour to promote the integration of students with disabilities in the normal schools;
 - c. promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools;
 - d. endeavour to equip the special schools for children with disabilities with vocational training facilities.
27. The appropriate Governments and the local authorities shall by notification make schemes for -
 - a. conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;
 - b. conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above;
 - c. imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;
 - d. imparting education through open schools or open universities;
 - e. conducting class and discussions through interactive electronic or other media;
 - f. providing every child with disability free of cost special books and equipments needed for his education.
28. The appropriate Governments shall initiate or cause to be initiated research by official and non-governmental agencies for the purpose of designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education.
29. The appropriate Governments shall set up adequate number of teachers' training institutions and assist the national institutes and other voluntary organisations to develop teachers' training programmes specialising in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.
30. Without prejudice to the foregoing provisions, the appropriate Governments shall by notification prepare a comprehensive education scheme which shall make provision for -
 - a. transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools;
 - b. the removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training;
 - c. the supply of books, uniforms and other materials to children with disabilities attending school;
 - d. the grant of scholarship to students with disabilities;
 - e. setting up of appropriate fora for the redressal of grievances of parents regarding the placement of their children with disabilities;
 - f. suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;

- g. restructuring of curriculum for the benefit of children with disabilities;
 - h. restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.
31. All educational institutions shall provide or cause to be provided amanuensis to blind students and students with or low vision.

Employment

32. Appropriate Governments shall -
- a. identify posts, in the establishments, which can be reserved for the persons with disability;
 - b. at periodical intervals not exceeding three years, review the list of posts identified and up-date the list taking into consideration the developments in technology.
33. Every appropriate Government shall appoint in every establishment such percentage of vacancies not less than three per cent for persons or class of persons with disability of which one per cent each shall be reserved for persons suffering from -
- (i) blindness or low vision;
 - (ii) hearing impairment;
 - (iii) locomotor disability or cerebral palsy,
- in the posts identified for each disability:

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

34. (1) The appropriate Government may, by notification, require that from such date as may be specified, by notification, the employer in every establishment shall furnish such information or return as may be prescribed in relation to vacancies appointed for persons with disability that have occurred or are about to occur in that establishment to such Special Employment Exchange as may be prescribed and the establishment shall thereupon comply with such requisition.
- (2) The form in which and the intervals of time for which information or returns shall be furnished and the particulars, they shall contain shall be such as may be prescribed.
35. Any person authorised by the Special Employment Exchange in writing, shall have access to any relevant record or document in the possession of any establishment and may enter at any reasonable time and premises where he believes such record or document to be, and inspect or take copies of relevant records or documents or ask any question necessary for obtaining any information.
36. Where in any recruitment year any vacancy under section 33, cannot be filled up due to non-availability of a suitable person with disability or, for any other sufficient reason, such vacancy shall be carried forward in the succeeding recruitment year and if in the succeeding recruitment year also suitable person with disability is not available, it may first be filled by interchange among the three categories and only when there is no person with disability available for the post

in that year, the employer shall fill up the vacancy by appointment of a person, other than a person with disability:

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

37. (1) Every employer shall maintain such record in relation to the person with disability employed in his establishment in such form and in such manner as may be prescribed by the appropriate government.
- (2) The records maintained under sub-section (1) shall be open to inspection at all reasonable hours by such persons as may be authorised in this behalf by general or special order by the appropriate Government.
38. (1) The appropriate Governments and local authorities shall by notification formulate schemes for ensuring employment of persons with disabilities, and such schemes may provide
 - a. the training and welfare of persons with disabilities;
 - b. the relaxation of upper age limit;
 - c. regulating the employment;
 - d. health and safety measures and creation of a non-handicapping environment in places where persons with disabilities are employed;
 - e. the manner in which and the persons by whom the cost of operating the schemes is to be defrayed; and
 - f. constituting the authority responsible for the administration of the scheme.
39. All Government educational institutions and other educational institutions receiving aid from the Government, shall reserve not less than three per cent seats for persons with disabilities.
40. The appropriate Governments and local authorities shall reserve not less than three per cent in all poverty alleviation schemes for the benefit of persons with disabilities.
41. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide incentives to employers both in public and private sectors to ensure that at least five per cent of their work force is composed of persons with disabilities.

Affirmative Action

42. The appropriate Governments shall by notification make schemes to provide aids and appliances to persons with disabilities.
43. The appropriate Governments and local authorities shall by notification frame schemes in favour of persons with disabilities, for the preferential allotment of land at concessional rates for -
 - a. house;
 - b. setting up business;
 - c. setting up of special recreation centres;
 - d. establishment of special schools;
 - e. establishment of research centres;
 - f. establishment of factories by entrepreneurs with disabilities.

Non-Discrimination

44. Establishments in the transport sector shall, within the limits of their economic capacity and development for the benefit of persons with disabilities, take special measures to-
- a. adapt rail compartments, buses, vessels and aircrafts in such a way as to permit easy access to such persons;
 - b. adapt toilets in rail compartments, vessels, aircrafts and waiting rooms in such a way as to permit the wheel chair users to use them conveniently.
45. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide for -
- a. installation of auditory signals at red lights in the public roads for the benefit of persons with visual handicap;
 - b. causing curb cuts and slopes to be made in pavements for the easy access of wheel chair users;
 - c. engraving on the surface of the zebra crossing for the blind or for persons with low vision;
 - d. engraving on the edges of railway platforms for the blind or for persons with low vision;
 - e. devising appropriate symbols of disability;
 - f. warning signals at appropriate places.
46. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide for -
- a. ramps in public building;
 - b. adaptation of toilets for wheel chair users;
 - c. braille symbols and auditory signals in elevators or lifts;
 - d. ramps in hospitals, primary health centres and other medical care and rehabilitation institutions.
47. (1) No establishment shall dispense with, or reduce in rank, an employee who acquires a disability during his service:
Provided that, if an employee, after acquiring disability is not suitable for the post he was holding, could be shifted to some other post with the same pay scale and service benefits:
Provided further that if it is not possible to adjust the employee against any post, he may be kept on a supernumerary post until a suitable post is available or he attains the age of superannuation, whichever is earlier.
- (2) No promotion shall be denied to a person merely on the ground of his disability:
Provided that the appropriate Government may, having regard to the type of work carried on in any establishment, by notification and subject to such conditions, if any, as may be specified in such notification, exempt any establishment from the provisions of this section.

Research And Manpower Development

48. The appropriate Governments and local authorities shall promote and sponsor research, *inter alia*, in the following areas: -
- a. prevention of disability;
 - b. rehabilitation including community based rehabilitation;
 - c. development of assistive devices including their psycho-social aspects;

- d. job identification;
 - e. on site modifications in offices and factories.
49. The appropriate Governments shall provide financial assistance to universities, other institutions of higher learning, professional bodies and non-governmental research-units or institutions, for undertaking research for special education, rehabilitation and manpower development.

Recognition of Institutions for Persons with Disabilities

50. The State Government shall appoint any authority as it deems fit to be a competent authority for the purposes of this Act.
51. Save as otherwise provided under this Act, no person shall establish or maintain any institution for persons with disabilities except under and in accordance with a certificate of registration issued in this behalf by the competent authority:

Provided that a person maintaining an institution for persons with disabilities immediately before the commencement of this Act may continue to maintain such institution for a period of six months from such commencement and if he has made an application for such certificate under this section within the said period of six months, till the disposal of such application.

52. (1) Every application for a certificate of registration shall be made to the competent authority in such form and in such manner as may be prescribed by the State Government.
- (2) On receipt of an application under sub-section (1), the competent authority shall make such enquiries as it may deem fit and where it is satisfied that the applicant has complied with the requirements of this Act and the rules made thereunder it shall grant a certificate of registration to the applicant and where it is not so satisfied the competent authority shall, by order, refuse to grant the certificate applied for :
- Provided that before making any order refusing to grant a certificate the competent authority shall give to the applicant a reasonable opportunity of being heard and every order of refusal to grant a certificate shall be communicated to the applicant in such manner as may be prescribed by the State Government.
- (3) No certificate of registration shall be granted under sub-section (2) unless the institution with respect to which an application has been made is in a position to provide such facilities and maintain such standards as may be prescribed by the State Government.
- (4) A certificate of registration granted under this section,
- a. shall, unless revoked under section 53, remain in force for such period as may be prescribed by the State Government.
 - b. may be renewed from time to time for a like period; and
 - c. shall be in such form and shall be subject to such conditions as may be prescribed by the State Government.
- (5) An application for renewal of a certificate of registration shall be made not less than sixty days before the period of validity.
- (6) The certificate of registration shall be displayed by the institution in a conspicuous place.

53. (1) The competent authority may, if it has reasonable cause to believe that the holder of the certificate of registration granted under sub-section (2) of section 52 has -
- a. made a statement in relation to any application for the issue or renewal of the certificate which is incorrect or false in material particulars; or
 - b. committed or has caused to be committed any breach of rules or any conditions subject to which the certificate was granted, it may, after making such inquiry, as it deems fit, by order, revoke the certificate:
 Provided that no such order shall be made until an opportunity is given to the holder of the certificate to show cause as to why the certificate should not be revoked.
- (2) Where a certificate in respect of an institution has been revoked under sub-section (1), such institution shall cease to function from the date of such revocation:
 Provided that where an appeal lies under section 54 against the order of revocation, such institution shall cease to function -
- a. where no appeal has been preferred immediately on the expiry of the period prescribed for the filing of such appeal, or
 - b. where such appeal has been preferred, but the order of revocation has been upheld, from the date of the order of appeal.
- (3) On the revocation of a certificate in respect of an institution, the competent authority may direct that any person with disability who is an inmate of such institution on the date of such revocation, shall be -
- a. restored to the custody of her or his parent, spouse or lawful guardian, as the case may be, or
 - b. transferred to any other institution specified by the competent authority.
- (4) Every institution which holds a certificate of registration which is revoked under this section shall, immediately after such revocation, surrender such certificate to the competent authority.
54. (1) Any person aggrieved by the order of the competent authority refusing to grant a certificate or revoking a certificate may, within such period as may be prescribed by the State Government, prefer an appeal to that Government against such refusal or revocation.
- (2) The order of the State Government on such appeal shall be final.
55. Nothing contained in this Chapter shall apply to an institution for persons with disabilities established or maintained by the Central Government or a State Government.

Institution for Persons with Severe Disabilities

56. (1) The appropriate Government may establish and maintain institutions for persons with severe disabilities at such places as it thinks fit.
- (2) Where, the appropriate Government is of opinion that any institution other than an institution, established under sub-section (1), is fit for the rehabilitation of the persons with severe disabilities, the Government may recognise such institution as an institution for persons with severe disabilities for the purposes of this Act:

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

- (3) Every institution established under sub-section (1) shall be maintained in such manner and satisfy such conditions as may be prescribed by the appropriate Government.
- (4) For the purposes of this section "person with severe disability" means a person with eighty per cent. or more of one or more disabilities.

The Chief Commissioner and Commissioners for Persons with Disabilities

- 57 (1) The Central Government may, by notification, appoint a Chief Commissioner for persons with disabilities for the purposes of this Act.
- (2) A person shall not be qualified for appointment as the Chief Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.
 - (3) The salary and allowances payable to and other terms and conditions of service (including pension, gratuity and other retirement benefits) of the Chief Commissioner shall be such as may be prescribed by the Central Government.
 - (4) The Central Government shall determine the nature and categories of officers and other employees required to assist the Chief Commissioner in the discharge of his functions and provide the Chief Commissioner with such officers and other employees as it thinks fit.
 - (5) The officers and employees provided to the Chief Commissioner shall discharge their functions under the general superintendence of the Chief Commissioner.
 - (6) The salaries and allowances and other conditions of service of officers and employees provided to the Chief Commissioner shall be such as may be prescribed by the Central Government.
58. The Chief Commissioner shall -
- a. coordinate the work of the Commissioners;
 - b. monitor the utilisation of funds disbursed by the Central Government;
 - c. take steps to safeguard the rights and facilities made available to persons with disabilities;
 - d. submit reports to the Central Government on the implementation of the Act at such intervals as that Government may prescribe.
59. Without prejudice to the provisions of section 58 the Chief Commissioner may of his own motion or on the application of any aggrieved person or otherwise look into complaints with respect to matters relating to -
- a. deprivation of rights of persons with disabilities;
 - b. non-implementation of laws, rules, bye-laws, regulations, executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfare and protection of rights of persons with disabilities, and take up the matter with appropriate authorities.
60. (1) Every State Government may, by notification appoint a Commissioner for persons with disabilities for the purposes of this Act.
- (2) A person shall not be qualified for appointment as a Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.

- (3) The salary and allowances payable to and other terms and conditions of service (including pension, gratuity and other retirement benefits) of the Commissioner shall be such as may be prescribed by the State Government.
- (4) The State Government shall determine the nature and categories of officers and other employees required to assist the Commissioner in the discharge of his functions and provide the Commissioner with such officers and other employees as it thinks fit.
- (5) The officers and employees provided to the Commissioner shall discharge their functions under the general superintendence of the Commissioner.
- (6) The salaries and allowances and other conditions of service of officers and employees provided to the Commissioner shall be such as may be prescribed by the State Government.

61. The Commissioner within the State shall -

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

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

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

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

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

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

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

activities during the previous financial year and forward a copy thereof to the Central Government.

- (2) The Central Government shall cause the annual report to be laid before each House of Parliament along with the recommendations explaining the action taken or proposed to be taken on the recommendation made therein in so far as they relate to the Central Government and the reasons for non-acceptance, if any, of any such recommendation or part.
65. (1) The Commissioner shall prepare in such form and at such time for each financial year as may be prescribed by the State Government an annual report giving a full account of his activities during the previous financial year and forward a copy thereof to the State Government.
- (2) The State Government shall cause the annual report to be laid before each State Legislature along with the recommendations explaining the action taken or proposed to be taken on the recommendation made therein in so far as they relate to the State Government and the reasons for non-acceptance, if any, of any such recommendation or part.

Social Security

66. (1) The appropriate Governments and the local authorities shall within the limits of their economic capacity and development undertake or cause to be undertaken rehabilitation of all persons with disabilities.
- (2) For purposes of sub-section (1), the appropriate Governments and local authorities shall grant financial assistance to non-governmental organisations.
 - (3) The appropriate Governments and local authorities while formulating rehabilitation policies shall consult the non-governmental organisations working for the cause of persons with disabilities.
67. (1) The appropriate Government shall by notification frame an insurance scheme for the benefit of its employees with disabilities.
- (2) Notwithstanding anything contained in this section, the appropriate Government may instead of framing an insurance scheme frame an alternative security scheme for its employees with disabilities.

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

Miscellaneous

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

70. The Chief Commissioner, the Commissioners and other officers and staff provided to them shall be deemed to be public servants within the meaning of section 21 of the Indian Penal Code.
71. No suit, prosecution or other legal proceeding shall lie against the Central Government, the State Governments or the local authority or any officer of the Government in respect of anything which is done in good faith or intended to be done in pursuance of this Act and any rules or orders made thereunder.
72. The provisions of this Act, or the rules made thereunder shall be in addition to and not in derogation of any other law for the time being in force or any rules, order or any instructions issued thereunder, enacted or issued for the benefit of persons with disabilities.
73. (1) The appropriate Government may, by notification, make rules for carrying out the provisions of this Act.
- (2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: -
- a. the manner in which a State Government or a Union territory shall be chosen under clause (k) of sub-section (2) of section 3;
 - b. allowances which members shall receive under sub-section (7) of section 4;
 - c. rules of procedure which the Central Coordination Committee shall observe in regard to the transaction of business in its meeting under section 7;
 - d. such other functions which the Central Coordination Committee may perform under clause (h) of sub-section (2) of section 8;
 - e. the manner in which a State Government or a Union territory shall be chosen under clause (h) of sub-section (2) of section 9;
 - f. the allowances which the Members shall receive under sub-section (3) of section 9;
 - g. rules of procedure which the Central Executive Committee shall observe in regard to transaction of business at its meetings under section 11;
 - h. the manner and purposes for which a person may be associated under sub-section (1) of section 12;
 - i. fees and allowances which a person associated with the Central Executive Committee shall receive under sub-section (3) of section 12;
 - j. allowances which members shall receive under sub-section (7) of section 14;
 - k. rules of procedure which a State Coordination Committee shall observe in regard to transaction of business in its meetings under section 17;
 - l. such other functions which a State Coordination Committee may perform under clause (g) of sub-section (2) of section 18;
 - m. the allowances which Members shall receive under sub-section (3) of section 19;
 - n. rules of procedure which a State Executive Committee shall observe in regard to transaction of business at its meetings under section 21;
 - o. the manner and purposes for which a person may be associated under sub-section (1) of section 22;
 - p. fees and allowances which a person associated with the State Executive Committee may receive under sub-section (3) of section 22;

- q. information or return which the employer in every establishment should furnish and the Special Employment Exchange to which such information or return shall be furnished under sub-section (1) of section 34;
- r. the form and the manner in which record shall be maintained by an employer under sub-section (1) of section 37;
- s. the form and manner in which an application shall be made under sub-section (1) of section 52;
- t. the manner in which an order of refusal shall be communicated under sub-section (2) of section 52;
- u. facilities or standards required to be provided or maintained under sub-section (3) of section 52;
- v. the period for which a certificate of registration shall be valid under clause (a) of sub-section (4) of section 52;
- w. the form in which and conditions subject to which a certificate of registration shall be granted under clause (c) of sub-section (4) of section 52;
- x. period within which an appeal shall lie under sub-section (1) of section 54;
- y. the manner in which an institution for persons with severe disabilities shall be maintained and conditions which have to be satisfied under sub-section (3) of section 56;
- z. the salary, allowances and other terms and conditions of service of the Chief Commissioner under sub-section (3) of section 57;
- za. the salary, allowances and other conditions of service of officers and employees under sub-section (6) of section 57;
- zb. intervals at which the Chief Commissioner shall report to the Central Government under clause (d) of section 58;
- zc. the salary, allowances and other terms and conditions of service of the Commissioner under sub-section (3) of section 60;
- zd. the salary, allowances and other conditions of service of officers and employees under sub-section (6) of section 60;
- ze. intervals within which the Commissioner shall report to the State Government under clause (d) of section 61;
- zf. the form and time in which annual report shall be prepared under sub-section (1) of section 64;
- zg. the form and time in which annual report shall be prepared under sub-section (1) of section 65;
- zh. any other matter which is required to be or may be prescribed.

(3) Every notification made by the Central Government under the proviso to section 33, proviso to sub-section (2) of section 47, every scheme framed by it under section 27, section 30, sub-section (1) of section 38, section 42, section 43, section 67, section 68 and every rule made by it under sub-section (1), shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule, notification or scheme, both Houses agree that the rule, notification or scheme should not be made, the rule, notification or scheme shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however,

that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule, notification or scheme, as the case may be.

- (4) Every notification made by the State Government under the proviso to section 33, proviso to sub-section (2) of section 47, every scheme made by it under section 27, section 30, sub-section (1) of section 38, section 42 section 43, section 67, section 68 and every rule made by it under sub-section (1), shall be laid, as soon as may be after it is made, before each House of State Legislature, where it consists of two Houses or where such legislature consists of one House before that House.

74. In section 12 of the Legal Services Authorities Act, 1987, for clause (d), the following clause shall be substituted, namely:-

"(d) a person with disability as defined in clause (i) of section 2 of the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

रजिस्ट्री सं. डी.एल.-(एन) 04/0007/2003-09

REGISTERED NO. DL-(N) 04/0007/2003-09

ANNEXURE - II


भारत का राजपत्र
The Gazette of India

असाधारण

EXTRAORDINARY

भाग II - खण्ड 1

PART II - Section I

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

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इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।

Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi. the 27th August, 2009/Bhadra 5, 1931 (Saka)

The following Act of Parliament received the assent of the President on the 26th August, 2009 and is hereby published for general information:-

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY

EDUCATION ACT, 2009

No. 35 of 2009

[26th August, 2009.]

An Act to provide for free and compulsory education to all children of the age of six to fourteen years.

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

CHAPTER-I
PRELIMINARY

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.

Short title,
extent and
commence-
ment

(2) It shall extend to the whole of India except the State of Jammu and Kashmir.

(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Definitions

2. In this Act, unless the context otherwise requires,-

(a) "appropriate Government" means-

(i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;

(ii) in relation to a school, other than the school referred to in subclause (i), established within the territory of-

(A) a State, the State Government;

(B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school;

(c) "child" means a male or female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) "child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) "elementary education" means the education from first class to eighth class;

(g) "guardian", in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) "National Commission for Protection of Child Rights" means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;

4 of 2006

(j) "notification" means a notification published in the Official Gazette;

(k) "parent" means either the natural or step or adoptive father or mother of a child;

(l) "prescribed" means prescribed by rules made under this Act;

(m) "Schedule" means the Schedule annexed to this Act;

(n) "school" means any recognised school imparting elementary education and includes-

(i) a school established, owned or controlled by the appropriate Government or a local authority;

(ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;

(iii) a school belonging to specified category; and

(iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method;

(p) "specified category", in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;

(q) "State Commission for Protection of Child Rights' means the State Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005.

4 of 2006

CHAPTER-II

RIGHT TO FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

Right of child to free and compulsory education

(2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education;

Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

1 of 1996

4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age;

Special provisions for children not admitted to, or who have not completed, elementary education

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed;

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

5. (1) Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2. for completing his or her elementary education.

Right of transfer to other school

(2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

(3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate;

Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school;

Provided further that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

CHAPTER III

DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

Duty of appropriate Government and local authority to establish school

Sharing of financial and other responsibilities

7. (1) The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

(2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.

(3) The Central Government shall provide to the State Governments; as grants-in-aid of revenues, such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.

(4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.

(5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources, be responsible to provide funds for implementation of the provisions of the Act.

(6) The Central Government shall-

(a) develop a framework of national curriculum with the help of academic authority specified under section 29;

(b) develop and enforce standards for training of teachers;

(c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

Duties of appropriate Government

8. The appropriate Government shall-

(a) provide free and compulsory elementary education to every child;

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

Explanation- The term "compulsory education" means obligation of the appropriate Government to-

(i) provide free elementary education to every child of the age of six to fourteen years; and

(ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) provide infrastructure including school building, teaching staff and learning equipment,

(e) provide special training facility specified in section 4;

(f) ensure and monitor admission, attendance and completion of elementary education by every child;

(g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(h) ensure timely prescribing of curriculum and courses of study for elementary education; and

(i) provide training facility for teachers.

9. Every local authority shall-

(a) provide free and compulsory elementary education to every child;

provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school

Duties of local authority

established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner' as may be prescribed;

(e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;

(f) provide infrastructure including school building, teaching staff and learning material;

(g) provide special training facility specified in section 4;

(h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(i) ensure timely prescribing of curriculum and courses of study for elementary education;

(j) provide training facility for teachers;

(k) ensure admission of children of migrant families;

(l) monitor functioning of schools within its jurisdiction; and

(m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duty of parents and guardian

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education

CHAPTER-IV

RESPONSIBILITIES OF SCHOOLS AND TEACHERS

12. (1) For the purposes of this Act, a school,-

(a) specified in sub-clause (i) of clause (n) of section 2 shall

Extent of school's responsibility

provide free and compulsory elementary education to all children admitted therein;

for free and compulsory education

(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent;

(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent, of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed;

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2.

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.

(2) Any school or person, if in contravention of the provisions of sub-section (1),-

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contraventions.

No capitation fee and screening procedure for admission

Proof of age
for admis-
sion

14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.

(2) No child shall be denied admission in a school for lack of age proof.

6 of 1886

No denial of
admission

15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed;

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period;

Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

Prohibition of
holding back
and expul-
sion

16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Prohibition of
physical pun-
ishment and
mental ha-
rassment to
child

17. (1) No child shall be subjected to physical punishment or mental harassment.

(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

No School to
be estab-
lished with-
out obtaining
certificate of
recognition

18. (1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed;

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition :

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the derecognised school, shall be admitted; Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.

(5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contravention, to a fine of ten thousand rupees for each day during which such contravention continues.

19. (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule.

Norms and standards for school

(2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.

(3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

(4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

(5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting therefrom, any norms and standards.

Power to amend Schedule

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers;

School Management Committee

Provided that atleast three-fourth of members of such Committee shall be parents or guardians;

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section.

Provided also that fifty per cent, of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions, namely:-

- (a) monitor the working of the school;
- (b) prepare and recommend school development plan;
- (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
- (d) perform such other functions as may be prescribed.

School De-
velopment
Plan

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

Qualifica-
tions for ap-
pointment
and terms
and condi-
tions of ser-
vice of
teachers

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

Duties of
teachers
and
redressal of
grievances

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:-

- (a) maintain regularity and punctuality in attending school;
- (b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;

(e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and

(f) perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her.

Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Pupil-
Teacher
Ratio

25. (1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

Filling up va-
cancies of
teachers

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent of the total sanctioned strength.

Prohibition of
deployment
of teachers
for non-edu-
cational pur-
poses

27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

Prohibition of
private tu-
ition by
teacher

28. No teacher shall engage himself or herself in private tuition or private teaching activity.

CHAPTER-V

CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

Curriculum
and evalua-
tion proce-
dure

29. (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:-

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pass any Board examination till completion of elementary education.

Examination and completion certificate

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

CHAPTER-VI

PROTECTION OF RIGHT OF CHILDREN

31. (1) The National Commission for Protection of Child Rights constituted under section 3, or, as the case may be, the State Commission for Protection of Child Rights constituted under section 17, of the Commissions for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely:-

Monitoring of child's right to education

(a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;

(b) inquire into complaints relating to child's right to free and compulsory education; and

(c) take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

(2) The said Commissions shall, while inquiring into any matters relating to child's right to free and compulsory education under clause (c) of sub-section (1), have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.

Redressal of
grievances

32. (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction.

(2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the Authority prescribed under sub-section (3) of section 31, as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be, as provided under clause (c) of sub-section (1) of section 31.

Constitution
of National
Advisory
Council

33. (1) The Central Government shall constitute, by notification, a National Advisory Council, consisting of such number of Members, not exceeding fifteen, as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of the appointment of Members of the National advisory Council shall be such as may be prescribed.

Constitution
of State
Advisory
Council

34. (1) The State Government shall constitute, by notification, a State Advisory Council consisting of such number of Members, not exceeding fifteen, as the State Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory council shall be to advise the State Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may be prescribed.

CHAPTER-VII MISCELLANEOUS

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purposes of implementation of the provisions of this Act.

Power to
issue
directions

(2) The appropriate Government may issue guidelines and give such directions, as it deems fit, to the local authority or the School management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorised in this behalf, by the appropriate Government, by notification.

Previous
sanction for
prosecution

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made thereunder.

Protection of
action taken
in good faith

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

Power of ap-
propriate
Government
to make
rules

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

(a) the manner of giving special training and the time-limit thereof, under first proviso to section 4;

(b) the area or limits for establishment of a neighbourhood school, under section 6;

(c) the manner of maintenance of records of children up to the age of fourteen years, under clause (d) of section 9;

(d) the manner and extent of reimbursement of expenditure, under sub-section (1) of section 12;

(e) any other document for determining the age of child under sub-section (1) of section 14;

(f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;

(g) the authority, the form and manner of making application for certificate of recognition, under sub-section (2) of section 18;

(h) the form, the period, the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18;

(i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;

(j) the other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;

(k) the manner of preparing School Development Plan under sub-section (1) of section 22;

(l) the salary and allowances payable to, and the terms and conditions of service of, teacher, under sub-section (3) of section 23;

(m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;

(n) the manner of redressing grievances of teachers under sub-section (3) of section 24;

(o) the form and manner of awarding certificate for completion of elementary education under sub-section (2) of section 30;

(p) the authority, the manner of its constitution and the terms and conditions therefor, under sub-section (3) of section 31;

(q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;

(r) the allowances and other terms and conditions of appointment of Members of the State Advisory Council under sub-section (3) of section 34;

(3) Every rule made under this Act and every notification issued under sections 20 and 23 by the Central Government shall

be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expire of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of any thing previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made; before the State Legislatures.

THE SCHEDULE

(See sections 19 and 25)

Norms and Standards for a School

S.No. Item	Norms and Standards															
1.	Number of teachers:															
(a)	For first class to fifth class	<table border="0"> <tr> <td>Admitted children</td> <td>Number of teachers</td> </tr> <tr> <td>Up to Sixty</td> <td>Two</td> </tr> <tr> <td>Between sixty-one to ninety</td> <td>Three</td> </tr> <tr> <td>Between Ninety-one to one hundred and twenty</td> <td>Four</td> </tr> <tr> <td>Between One hundred and twenty-one to two hundred</td> <td>Five</td> </tr> <tr> <td>Above One hundred and fifty children</td> <td>five plus one Head-teacher</td> </tr> <tr> <td>above Two hundred children</td> <td>Pupil- Teacher Ratio (excluding Head-teacher) shall not exceed forty.</td> </tr> </table>	Admitted children	Number of teachers	Up to Sixty	Two	Between sixty-one to ninety	Three	Between Ninety-one to one hundred and twenty	Four	Between One hundred and twenty-one to two hundred	Five	Above One hundred and fifty children	five plus one Head-teacher	above Two hundred children	Pupil- Teacher Ratio (excluding Head-teacher) shall not exceed forty.
Admitted children	Number of teachers															
Up to Sixty	Two															
Between sixty-one to ninety	Three															
Between Ninety-one to one hundred and twenty	Four															
Between One hundred and twenty-one to two hundred	Five															
Above One hundred and fifty children	five plus one Head-teacher															
above Two hundred children	Pupil- Teacher Ratio (excluding Head-teacher) shall not exceed forty.															
(b)	For sixth class to eighth class	<p>(1) At least one teacher per class so that there shall be at least one teacher each for-</p> <p>(i) Science and Mathematics;</p> <p>(ii) Social Studies;</p> <p>(iii) Languages.</p> <p>(2) At least one teacher for every thirty-five children.</p> <p>(3) Where admission of children is above one hundred-</p>														

		(i) a full time head-teacher;
		(ii) part time instructors for-
		(A) Art Education;
		(B) Health and Physical Education;
		(C) Work Education;
2.	Building	All-weather building consisting of-
		(i) at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room;
		(ii) barrier-free access;

S.N.	Item	Norms and Standards
		(iii) separate toilets for boys and girls;
		(iv) safe and adequate drinking water facility to all children;
		(v) a kitchen where mid-day meal is cooked in the school;
		(vi) Playground;
		(vii) arrangements for securing the school building by boundary wall or fencing;
3.	Minimum number of working days/ instructional hours in an academic year	(i) two hundred working days for first class to fifth class;
		(ii) two hundred and twenty working days for sixth class to eighth class;
		(iii) eight hundred instructional hours per academic year for first class to fifth class;
		(iv) one thousand instructional hours per academic year for sixth class to eighth class;
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN,

Secretary to the Govt. of India

ASSESSMENT GUIDELINES

Low Vision

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

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

Cerebral Palsy

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

- The child has problems in controlling voluntary movements.
- The child has an odd gait, posture and shows problems in balancing.
- The child has difficulty in gross motor skills such as sitting on a regular chair without support, walking, jumping, climbing, bending etc.

- The child has problems in fine motor and eye-hand coordination skills such as holding and placing objects, cutting, pasting, writing etc.
- The child has problems in performing Activities of Daily Living.
- The child has problems in articulation and regulating breathing while speaking.
- The child may have associated problems in hearing/vision/mental retardation/seizures, etc.
- The child requires assistance in reading/writing due to in-co-ordination.
- The child is too stiff or too floppy to be able to sit or stand.
- The child is stuck in one position and is unable to move.
- Has not achieved head and neck control.

Autism

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

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

Multiple Disabilities (MD)

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

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

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

Mild-Mental Retardation

Note: If the child shows behaviours similar to children 3-4 years younger than him/her when compared to peer group behaviours and has an IQ between 70-50 (if IQ report available). If IQ report not available, then the underlined statements indicate presence of Mild Mental Retardation.

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

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

Slow Learners:

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

- Does the child have history of poor attention before the age of 6 year in spite of no history of significant developmental delay, illness, head injury or fits?
- Does the child take longer to complete a task when compared to peer group/classmates?
- Does the child score consistently between 40-55% in spite of individual instructional support?
- Does the child have limited vocabulary in using words yet communicate comfortably to express needs with parents, teachers and peer group.
- Does the child need repeated instructions with practical examples and instructions in a smaller group to cope with lesson content?
- Does the child engage frequently in impulsive actions, aggressive reaction, and abusive expression when frustrated or angry with his/her classmates?

- Does the child have better performance using oral medium when compared to written performance at a given class?
- Does the child consistently write untidily and illegibly.

Specific Learning Disability (SLD)

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

- Does the child have difficulty in maintaining attention while performing a given task without getting distracted when unsupervised?
- Does the child have difficulty in completing the task within the prescribed time-limit when unsupervised.
- Does the child commit pattern of consistent errors as listed below:
 - Leaves letters or words while reading a line from a text.
 - Has difficulty tracking lines or words in a row therefore used finger for tracking while reading.
 - Has difficulty organizing things for example by shape, colour or size such as placing books in a school bag systematically by size or arranging clothes on a rack in categories of size and use.
 - Difficulty in copying from black board without missing letters or words.
 - Difficulty in using mathematical symbols and understanding relation between numbers.
 - Difficulty in differentiating letter such as 'b' and 'd', or numbers like '9' and '6'.
 - Difficulty in maintaining a straight line or leaving appropriate space between words.
 - Difficulty in understanding use of punctuations while reading and writing.
 - Difficulty in comprehending word problems and understanding the meaning and relationship between numbers and sentences.
 - Difficulty in selecting or filtering specific details to answer a question from a story, passage or a narration of an incident.
 - Difficulties in locating an object when given specific sequence of instruction for example "look for a green book on right side of the table on the top corner".
- Does the child have difficulty in associating sound with alphabet?
- Does the child have difficulty in locating specific alphabet or numbers within prescribed text?
- Does the child have difficulty in articulating his/her views or ideas, thus landing in a quarrel or breaking a friendship?
- Does the child have difficulty in discussing a central theme on a given topic unless reminded or assisted?

- Does the child have difficulty in comprehending or explaining concepts in subjects like language, science or social studies in his/her own words?
- Does the child have tendency of displaying short span of attention across his/her performance within home/school or during play with neighborhood children?
- Does the child have difficulty in following the rules of common games popular among the peer group?

Hearing Impairment

- Does the child have problems playing attention in class?
- Does the child favour one ear for listening purpose?
- Does the child have problems to hear when you speak to him from behind?
- Do you think that the child speaks too loudly or too softly?
- Does the child exhibit voice problem and mispronunciation?
- Does the child keep away from his/her age mates?
- Is the child unable to respond when you call from the other room?
- Does the child understand only after few repetitions?

Note: If any of the above 3-4 questions elicits response that indicates some kind of hearing/speech loss, then the child should be carefully examined by a qualified ENT specialist, an audiologist and speech therapist in an assessment camp.

Locomotor Impairment

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

Is any part of the child's body amputated?

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

Does the child walk with jerks?

Is the child using a stick to walk?

Does the child lack bodily coordination?

Does the child have tremors?

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

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