



NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

**M. Ed. Special Education
(Hearing Impairment /
Intellectual Disability) - ODL**

A 5

INCLUSIVE EDUCATION

**M. Ed. Spl. Ed. (H.I. / I.D.)
ODL Programme**

AREA - A

A 5: INCLUSIVE EDUCATION

**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND**

REHABILITATION COUNCIL OF INDIA



AREA - A
DISABILITY SPECIALIZATION
COURSE CODE - A 5
INCLUSIVE EDUCATION

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Mohan Kumar Chattopadhyay
Registrar

Prologue

I am delighted to write this foreword for the Self Learning Materials (SLM) of M Ed in Special Education (ODL). The M Ed in Special Education in ODL mode is a new academic program to be introduced at this University as per NOC issued by the Rehabilitation Council of India, New Delhi and subject to approval of the program by the DEB-UGC.

I must admire the emulation taken by the colleagues from School of Education (SoE) of NSOU for developing the Course Structure, Unit wise details of contents, identifying the Content Writers, distribution of job of content writing, editing of the contents by the senior subject experts, making DTP work and also developing E-SLMs of all the 16 Papers of the M.Ed Spl.Ed (H.I/I.D)–ODL program. I also extend my sincere thanks to each of the Content Writers and Editors for making it possible to prepare all the SLMs as necessary for the program. All of them helped the University enormously. My colleagues in SoE fulfilled a tremendous task of doing all the activities related to preparation of M.Ed in Spl Edn SLMs in war footing within the given time line.

The conceptual gamut of Education and Special Education has been extended to a broad spectrum. Helen Keller has rightly discerned that *"Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line, and no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour."* So education is the only tool to empower people to encounter his/her challenges and come over being champion. Thus the professional Teacher Education program in Special Education can only groom the personnel as required to run such academic institutions which cater to the needs of the discipline.

I am hopeful that the SLMs as developed by the eminent subject experts, from the national as well as local pools, will be of much help to the learners. Hope that the learners of the M.Ed Spl Edn program will take advantage of using the SLMs and make most out of it to fulfil their academic goal. However, any suggestion for further improvement of the SLMs is most welcome.



Professor (Dr.) Subha Sankar Sarkar

Vice-Chancellor, NSOU

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AREA - A

A5 : INCLUSIVE EDUCATION

Unit 1 : Perspectives in Inclusive Education

- 1.1 Historical perspective of Inclusive education globally and in India
- 1.2 Approaches to disability and service delivery models
- 1.3 Principles of inclusive education
- 1.4 Key debates in special and inclusive education
- 1.5 Research evidence on efficacy and best practices associated with inclusive education

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 2.3 International Frameworks: Salamanca Framework (1994)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit 3: Building Inclusive Schools

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- 3.2 Ensuring Physical, Academic and Social Access
- 3.3 Leadership and Teachers as Change Agents
- 3.4 Assistive Technology
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Unit 4: Building Inclusive Learning Environments

- 4.1 Classroom Management
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Unit 5: Planning for Including Diverse Learning Needs

- 5.1 Universal design of learning
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- 6.1 Models of collaboration
- 6.2 Working with Parents
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- 6.4 Co-teaching
- 6.5 Mentoring and Coaching



**Netaji Subhas Open
University**

AREA - A
A5 : INCLUSIVE EDUCATION

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Unit I □ Perspectives in Inclusive Education

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- 1.2 Objectives**
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 - 1.3.1 Introduction**
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 - 1.3.3 Indian perspective of Inclusive Education**
- 1.4 Approaches to disability and service delivery models**
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1.1 Introduction

Education is the main source of an individual's journey toward self-reliance and independence. So to fulfil the different needs, proper education and fundamental right of an individual learners, appropriate education system must be designed and organised accordingly. Child is the nation's concerned since he/she is the future citizen of the country. A nation's development depends upon the development and contribution of citizens. It does not depend on the special features regarding the ability, disability, ethnic character or even language spoken. So the country is absolutely responsible for each and every child and individual's health, happiness, achievement, contribution, safety and success, which is possible if care is taken to educate the children.

The very significant and valuable areas of education and social policy is Inclusive Education. Lot of discussions regarding the ideology, politics, theories, practices and methodologies for its implementation in schools very efficiently. Special education was not able to fulfil all the requirements of a healthy society with equal opportunities for everyone during the second half of 20th century for which inclusive education in a comprehensive process has been introduced in the whole World. But for education of children with special needs, special education is the only source of education in the most of the countries now a days , since they cannot attend secondary schools because of various reasons.

1.2 Objectives

After going through this unit, the students will be able to:

- Know about the overview of Inclusive Education globally and in India
- Understand approaches to disability and service delivery models
- Have an idea about the main principles of Inclusive Education
- Be acquainted with the Key debates in special and inclusive education
- Be familiar with Research evidence on efficacy and best practices associated with inclusive education

1.3 Historical perspective of Inclusive education globally and in India

1.3.1 Introduction

Inclusive education (IE) is a new approach towards educating the children with and without disability under the same roof. It requires to take care of learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It helps all learners to learn together through access to common educational set-up (pre-school, schools and community education) with proper support services. The flexible education system which takes care of various types of learners and their needs can fulfill these requirements. In inclusion, value is the main point to be taken care of rather than the experiment. All the children (disabled or non disabled) are the future citizens of the country, so they have equal right to education.

It is important to know the historical roots and the evolution of inclusive education both at international and national level, if the process of inclusive education is to be implemented properly.

1.3.2 The international movement towards inclusive education

Inclusive education has its roots in the disability movement. Following table is a summary of some key declarations and conventions that recognise the right to education for all and, as such, form key milestones in the journey towards inclusive education. (Dreyer. Lorna M., 2017)

Key international milestones towards inclusive education

Year	Milestone declarations and conventions
1948	The Universal Declaration of Human Rights (Article 26)
1966	The International Covenant on Economic, Social and Cultural Rights
1982	The World Programme of Action Concerning Disabled Persons
1989	The Convention on the Rights of the Child
1990	The Jomtien World Conference on Education for All (EFA)

Year	Milestone declarations and conventions
1993	Standard Rules on the Equalisation of Opportunities for Persons with Disabilities
1994	The Salamanca Statement and Framework for Action on Special Needs Education
2000	The World Education Forum, Dakar
2006	The UN Convention on the Rights of Persons with Disabilities

Source: <https://www.researchgate.net/publication/31635222>

(i) The Universal Declaration of Human Rights (1948)

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. In this declaration, points related to education system are narrated below:-

Article 26: Right to Education

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.(United Nations Universal Declaration of Human Rights 1948,n.d.)

(ii) The International Covenant on Economic, Social and Cultural Rights (1966)

The **International Covenant on Economic, Social and Cultural Rights (ICESCR)** is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966 through GA. Resolution 2200A (XXI), and came in force from 3 January 1976.^[1] It commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) to the Non-Self-Governing and Trust Territories and individuals,

including labour rights and the right to health, the right to education, and the right to an adequate standard of living. (Wikipedia,2019)

Right to free education

Article 13 of the Covenant recognizes the right of everyone to free education (free for the primary level and “the progressive introduction of free education” for the secondary and higher levels).

Article 13.2 lists a number of specific steps parties are required to pursue to realize the right of education. These include the provision of free, universal and compulsory primary education, “generally available and accessible” secondary education in various forms (including technical and vocational training), and equally accessible higher education.

Articles 13.3 and 13.4 require parties to respect the educational freedom of parents by allowing them to choose and establish private educational institutions for their children, also referred to as freedom of education. It also recognizes the right of parents to “ensure the religious and moral education of their children in conformity with their own convictions”.

The Committee on Economic, Social and Cultural Rights interpret the Covenant as also requiring states to respect the academic freedom of staff and students, as this is vital for the educational process.

Article 14 of the Covenant requires those parties which have not yet established a system of free compulsory primary education, to rapidly adopt a detailed plan of action for its introduction “within a reasonable number of years”.(Wikipedia,2019)

(iii) World Programme of Action Concerning Disabled Persons

Major Outcomes :- Formation of World Programme of Action (WPA) for Disabled Persons which was adopted by the General Assembly on 3 December 1982. The WPA is a Worldwide Programme. The aim of the programme is to enhance disability prevention, rehabilitation and equalization of opportunities. This will help the persons with disabilities to take part in social life and national development. WPA also asks to take care of disability from a human rights perspective.

The principles, concepts and definitions relating to disabilities have been analyzed in three chapters in WPA. Moreover, the World situation regarding Persons with

Disabilities and various recommendations for action at the national, regional and international levels have also been provided.

The main theme of WPA is –"Equalization of opportunities" for the persons with disabilities which will help them to achieve all aspects of social and economic life. It also emphasize that the persons with disability should be treated within the context of normal community services and not in isolation.(Department of Economic and Social Affairs Disability, n.d.)

(iv) The Convention on the Rights of the Child (1989)

Rights of Child to education under this convention is discussed below:

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy.

Throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries. (Convention on the Rights of the Child, n.d.)

(v) World Declaration on Education for All, Jomtien, Thailand (1990)

“Everyone has a right to education” –was the declaration made by the nations of the world through the Universal Declaration of Human Rights which was made about more than 40 years ago. To ensure the Right to Education for All, though various steps were taken by countries around the world, the following problems are still there:-

- Many children (more than 100 million children, including at least 60 million girls) are having no scope to primary schooling;
- Many adults (more than 960 million adults, two-thirds of whom are women) are not literate which is a significant problem in all countries, industrialized and developing;
- Printed knowledge, new skills and technologies are not accessible to more than one-third of the world's adults which could improve the quality of their lives and help them shape, and adapt to, social and cultural change to more than one-third of the world's adults;
- Many children and adults (More than 100 million children and countless adults) could not finish their basic education programmes; and
- Millions of children and adults do not receive essential knowledge and skills though they fulfil their required attendance;

The declaration further committed that the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all. Participants also committed to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. The basic learning needs of all can and must be met. (World Declaration on Education for All, Jomtien, Thailand (1990), n.d.)

(vi) Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

The adoption of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in 1993 by the General Assembly was one of the major outcomes of

the Decade of Disabled Persons. Although there was no legal binding on the governments, a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities is there in the Standard Rules. The rules serve as an instrument for policy-making and as a basis for technical and economic cooperation.

For implementation of the World Programme of Action, Standard Rules consisting of 22 Rules were made. Human rights perspective which had developed during the Decade was the main consideration of the Rules. Four chapters were made to cover these 22 rules to take care of disabled persons. The four chapters to cover all aspects of life of disabled persons are -

- a) Preconditions for equal participation,
- b) Target areas for equal participation,
- c) Implementation measures, and
- d) The monitoring mechanism

Out of these 22 rules, guidelines regarding education of persons with disabilities have been given in Rule 6.

Rule 6.

The policy of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings should be the basic principles of the Education States. They should ensure that the education of persons with disabilities is an integral part of the educational system.

1. It is the responsibility of the General educational authorities to provide education to persons with disabilities in integrated settings. While making national educational planning, curriculum development and school organization, education for persons with disabilities should be considered as an integral part of it.
2. Sufficient accessibility and appropriate support services including the provision of interpreter should be provided by the main stream schools to meet the needs of persons with different disabilities.
3. At all levels of education system, involvement of the parent groups and organizations of persons with disabilities should be there.

4. Education should be provided to girls and boys with all kinds and levels of disabilities including the most severe one by the states where education is made compulsory.
5. The following areas require special attention while providing education:—
 - (a) Very young children with disabilities;
 - (b) Pre-school children with disabilities;
 - (c) Adults with disabilities, particularly women.
6. While providing cost-effective education and training for persons with disabilities integrated education and community based programmes should be used as a complementary approaches:-
 - (a) Have a clearly stated policy, understood and accepted at the school level and by the wider community;
 - (b) Allow for curriculum flexibility, addition and adaptation;
 - (c) Provide for quality materials, ongoing teacher training and support teachers.
7. While providing cost effective education and training for persons with disabilities, integrated education and community-based programme should be arranged as a complementary approach.
8. Special education may be arranged for the persons with disabilities where general school systems is unable to fulfill their needs. Aim should be there to prepare the students for education in the general school system. While preparing the students, care should be taken regarding the quality of such education which should reflect the same standard and ambitions as general education. At least the students with disabilities should be provided with the same portion of educational resources which are provided to the general students. Gradual integration of special education services into the main stream education services should be the aim of the states engaged in this process. In some cases, special education has been found to be very fruitful one for some students with disabilities.
9. The education of deaf and deaf-blind persons may be arranged for such persons or special classes and units in mainstream schools due to their particular communication needs. Particularly during initial stage special care request to be taken on currently sensitive instruction which will result in effective

communication skills and independents for deaf or deaf-blind people.(General Assembly, 1994) ,Forty-eighth session Agenda item 109

<https://www.un.org> › disabilities › documents › gadocs › standardrules

(vii) The Salamanca Statement and Framework for Action on Special Needs Education (1994)

This report from the UN's education agency calls on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

In June 1994 representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new **Statement** on the education of all disabled children, which called for inclusion to be the norm. In addition, the Conference adopted a new **Framework for Action**, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that disabled children attend the neighbourhood school 'that would be attended if the child did not have a disability.'

Education for all

The Statement begins with a commitment to Education for All, recognising the necessity and urgency of providing education for all children, young people and adults 'within the regular education system.' It says those children with special educational needs 'must have access to regular schools' and adds:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Inclusive schooling

The Statement also calls on the international community to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes. In particular it calls on UNESCO, UNICEF, UNDP and the World Bank for this endorsement.

It asks for the United Nations and its specialized agencies to ‘strengthen their inputs for technical co-operation’ and improve their networking for more efficient support to integrated special needs provision. Non-governmental organizations are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.

Equalisation of opportunity

The Framework for Action says ‘inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights.’ In the field of education this is reflected in bringing about a ‘genuine equalisation of opportunity.’ Special needs education incorporates proven methods of teaching from which all children can benefit; it assumes human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted to the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that ordinary schools must recognise and respond to the diverse needs of their students, while also having a continuum of support and services to match these needs. Inclusive schools are the ‘most effective’ at building solidarity between children with special needs and their peers. Countries with few or no special schools should establish inclusive – not special – schools. (The UNESCO Salamanca Statement, 2018)

(viii) The World Education Forum, Dakar (2000)

The “Dakar Framework for Action, Education for All: Meeting our Collective Commitments” was adopted by the World Education Forum (26-28 April 2000, Dakar). The participants collectively committed the world community for achieving education for ‘every citizen in every society’. The Dakar Framework for Action is based on the most extensive evaluation of education ever undertaken, the Education for All (EFA) 2000 Assessment. The assessment produced a detailed analysis of the state of basic education around the world. Each country assessed its progress towards the goals of Jomtien and reported its findings at six regional conferences in 1999 and 2000. The six regional EFA frameworks adopted at these conferences represent an integral part of the Framework for Action, and are therefore part of this document. The Dakar Framework for Action states that the ‘heart of EFA lies at country level’. To support the efforts made by the national governments, UNESCO, as the lead agency in education, will work as a coordinator and mobilize all partners at national, regional and international levels: multilateral and bilateral funding agencies, non-governmental organizations and

the private sector as well as broad-based civil society organizations. All States should strengthen or develop national plans by 2002 to achieve EFA goals and targets by 2015. Special attention will be given for the areas of concern such as HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency as identified at Dakar. (The Dakar Framework for Action, 2000)

(ix) Convention on the Rights of Persons with Disabilities (2006)

The **Convention on the Rights of Persons with Disabilities** is an international human rights treaty of the United Nations intended to protect the rights and dignity of people with disabilities. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by people with disabilities and ensure that they enjoy full equality under the law. The Convention has served as the major catalyst in the global movement from viewing people with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension. The Convention was the first human rights treaty of the twenty-first century.

The text was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007.

The Convention follows the civil law tradition, with a preamble, in which the principle that “all human rights are universal, indivisible, interdependent and interrelated “ of Vienna Declaration and Programme of Action is cited, followed by 50 articles. Unlike many UN covenants and conventions, it is not formally divided into parts.

Article 1 defines the purpose of the Convention: to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Articles 2 and 3 provide definitions and general principles such as communication including Braille, sign language, plain language and nonverbal communication, reasonable accommodation and universal design.

Articles 4–32 define the rights of persons with disabilities and the obligations of states parties towards them. Many of these mirror rights affirmed in other UN conventions such as the International Covenant on Civil and Political Rights, International Covenant

on Economic, Social and Cultural Rights or the Convention Against Torture, but with specific obligations ensuring that they can be fully realized by persons with disabilities.

Rights specific to this convention include the rights to accessibility including the information technology, the rights to live independently and be included in the community (Article 19), to personal mobility (article 20), habilitation and rehabilitation (Article 26), and to participation in political and public life, and cultural life, recreation and sport (Articles 29 and 30).

In addition, parties to the Convention must raise awareness of the human rights of persons with disabilities (Article 8), and ensure access to roads, buildings, and information (Article 9).

Articles 33–39 govern reporting and monitoring of the convention by national human rights institutions (Article 33) and Committee on the Rights of Persons with Disabilities (Article 34).

Articles 40–50 govern ratification, entry into force, and amendment of the Convention. **Article 49** also requires that the Convention be available in accessible formats.

Guiding principles of the Convention

There are eight guiding principles that underlie the Convention:

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
2. Non-discrimination
3. Full and effective participation and inclusion in society
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
5. Equality of opportunity
6. Accessibility
7. Equality between men and women
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. (Wikipedia,2019)

1.3.3 Indian perspective of Inclusive Education

Documentation of efforts for or against special education in India remains sparse before India's independence from Britain. Archeologists discovered evidence of inclusion of people with disabilities in India from 2000 or more years ago in the form of adapted toys made accessible for children with disabilities. These small pieces of evidence are part of the "gurukul" system of education that existed in India for centuries before British rule.

Although there is not much documentation about students with disabilities in this system, the structure is seemingly inclusive. India was colonized by Great Britain until 1947, and the gurukul system ended after India was colonized by the British. As a result of British rule, much of the education system in India was, and still is, "British style"-very cut and dry, based on rote memorization, with few special education services due to its inflexible nature. Pre and postindependence, the Government of India on paper supported various version of inclusive special education in policy. During this time period, the majority of children with disabilities were not in school.(Kohama, A.2012)

The first attempts of educating handicapped children were made in 1823-24 by Raja Kalisankar Ghoshal at Benaras City (in Kalisankar Ghosal Asylum) and in the last two decades of the nineteenth century with the establishment of the first school for the hearing impaired children in 1885 in Bombay (Mumbai). After it the first school for visually impaired children was established in 1887. Services for the physically disabled were initiated in the middle of 20th century and individuals with mental retardation were last to receive attention and the first school for intellectually challenged was established in the first half of 20th Century.

Therefore, the education of disabled was as long back as before India achieved independence. The Central Advisory Board of Education published Sargent Report in 1944. In this report, for the first time provision for the handicapped (the word used in this report) were to form an essential part of the national system of the education administered by department of education (Julka, 2006). According to this report handicapped children were to be sent to special schools when the nature and extent of their defects made it necessary, institutions were to be established to prepare the handicapped for employment and special teacher training programme be started.

In 1964, the Kothari Commission (1964-66) brought up the issue of children with special needs in the Plan of Action (Jangira ,1995) and recommended for including

children with special needs into ordinary schools. It recommended experimentation with integrated programmes in order to bring in as many children in these programmes (Alur , 2002).

Most educators believed that the children with physical, sensory or intellectual impairments were so different that they could not participate in the activities of a common school (Advani, 2002). Therefore, despite these early reports, there were trends in favour of spl. Education in India. That is there is a trend of exclusion of the challenged children. The National Policy on Education (1986) included a full chapter on “Education of the Handicapped” and formulated guidelines for action. The NPE (1986) strongly emphasized the need for the expansion of integrated education.

The centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was introduced in 1974 as per the recommendations of the NPE (1986). Thus, efforts for inclusion were persistently made. Meanwhile the NCERT playing advisory role to the government of India, joined hand with the UNICEF and launched the Project Integrated Education for the Disabled (PIED) in 1987. The project aimed at strengthening the integration process for learners with disabilities into regular schools. Integrated Education for Disabled Children (IEDC) was later amalgamated as component with other basic education project like the District Primary Education Programme (DPEP) and Sarva Sikhsha Abhiyan, a project taken as mission made to achieve the goal of Universalisation of Elementary Education – UEE (Department of Education, 2000).

In spite of hundred percent of financial provisions being provided under the scheme of Integrated Education for Disabled Children (IEDC) integrating children with special needs in the general education system were not adequate and only 2-3 percent of the total population of these learners were actually integrated into regular schools.

In India, the linguistic shift from the term, integration to inclusion was formally introduced in the National Curriculum Framework for School Education – NCFSE (2000) brought out by the NCERT. It recommended inclusive schools for all and to provide quality education to all learners (Julka, 2006). (Panigrahi. A., 2018)

India was a signatory to the Salamanca Statement. In this perspective the Human Resource Development minister of India Sri Arjun Singh on the 21st March 2005 assured in the Rajya Sabha that MHRD has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. The government is

committed to provide education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020. Rupees 10 billion have been outlaid to fulfill the needs of disabled persons between the ages of 14 and 18 years through a revised plan for Inclusive Education of Children and Youth with Disabilities (IECYD). In 2005-06, the Project Approval Board has allocated an amount of Rs. 187.79 crores under this component for a total 20.14 lakh Children With Special Needs (CWSN) identified. The commitment of the Government of India to Universalisation of Elementary Education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children. (Singh. J.D., 2016)

1.4 Approaches to disability and service delivery models

1.4.1 Introduction

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby, helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. The Kothari Commission (1964–66), the first education commission of independent India, observed: “the education of the handicapped children should be an inseparable part of the education system.” The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes. (NCERT, 2006)

1.4.2 Shifting Models of Disability: Historical Progression

The shifting approaches to disability have translated into very diverse policies and practices. The various models of disability impose differing responsibilities on the States, in terms of action to be taken, and they suggest significant changes in the way disability is understood. Law, policy, programmes, and rights instruments reflect two primary approaches or discourses: disability as an individual pathology and as a social pathology. Within these two overriding paradigms, the four major identifiable formulations of disability are: the charity model, the bio-centric model, the functional model, and the human rights model. (NCERT, 2006)

The Charity Model

The charity approach gave birth to a model of custodial care, causing extreme isolation and the marginalisation of people with disabilities. Unfortunately, in some contemporary practices the reflection of this model can still be traced. For instance, the findings of an investigative project undertaken by the National Human Rights Commission of India between 1997–99 confirmed that a large number of mental health institutions today are still being managed and administered on the custodial model of care—characterised by prison-like structures with high walls, watchtowers, fenced wards, and locked cells. These institutions functioned like detention centres, where persons with mental illness were kept chained, resulting in tragedies like the one at “Erwadi” in Tamil Nadu, in which more than 27 inmates of such a centre lost their lives. (NCERT, 2006)

The Bio-centric Model

The contemporary bio-centric model of disability regards disability as a medical or genetic condition. The implication remains that disabled persons and their families should strive for “normalisation”, through medical cures and miracles. Although, biology is no longer the only lens through which disability is viewed in law and policy, it continues to play a prominent role in determining programme eligibility, entitlement to benefits, and it also influences access to rights and full social participation (Mohit, 2003). A critical analysis of the development of the charity and bio-centric models suggests that they have grown out of the “vested interests” of professionals and the elite to keep the disabled “not educable” or declare them mentally retarded (MR) children and keep them out of the mainstream school system, thus using the special schools as a “safety valve” for mainstream schools (Tomlinson, 1982). Inclusive education offers an opportunity to restructure the entire school system, with particular reference to the curriculum, pedagogy, assessment, and above all the meaning of education. (NCERT, 2006)

The Functional Model

In the functional model, entitlement to rights is differentiated according to judgments of individual incapacity and the extent to which a person is perceived as being independent to exercise his/her rights. For example, a child’s right to education is dependent on whether or not the child can access the school and participate in the classroom, rather than the obligation being on the school system becoming accessible to children with disabilities. (NCERT, 2006)

Inclusive Education as the Human Rights Model

The human rights model positions disability as an important dimension of human culture, and it affirms that all human beings irrespective of their disabilities have certain rights which are inalienable. By emphasizing that the persons with disabilities are equally entitled to rights as others, this model builds upon the spirit of the Universal Declaration of Human Rights, 1948, according to which, ‘all human beings are born free and equal in rights and dignity.’ The Human Rights model essentially implies the following ideals towards the inclusion of persons with disability at an equal footing within the societal frame work. It affirms that all human beings are born with certain inalienable rights. The relevant concepts in this model are:

Diversity: The Greek philosopher, Aristotle, once said that “things that are alike should be treated alike, whereas things that are unlike should be treated unlike in proportion to their un-alikeness.” The principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition.

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

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

Reasonable Accommodation: It is important to recognize that reasonable accommodation is the means by which conditions for equal participation can be achieved, and it requires the burden of accommodation to be in proportion to the capacity of the entity. In the draft Comprehensive and Integral and International Convention on Protection and Promotion of the Rights and Dignity of Persons with Disabilities, “reasonable accommodation” has been defined as the “introduction of necessary and appropriate measures to enable a person with a disability fully to enjoy fundamental rights and freedoms and to have access without prejudice to all structures, processes, public services, goods, information, and other systems.”

Accessibility: Accessibility has become the overriding concern in the disability rights debate throughout the world. If access is guaranteed, persons with disabilities can use, interact and participate in social institutions and environments to the same extent as others. The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) has defined ‘accessibility’ as “the measure or condition of things and services that can readily be reached or used (at the physical, visual, auditory and/or cognitive levels) by people including those with disabilities”. Traditionally the issue of access has been addressed in international human rights law from two distinct perspectives: one that relates to affordability or cost of access, and second, in opposition to culturally constructed norms that cause barriers to accessing public goods and services. The discourse on disability rights has brought to fore another dimension of accessibility namely the prevalent practice of discounting the difference due to disability while regulating terms of access and participation.

Equal participation and inclusion: The international and regional human rights instruments incorporate a notion of an inclusive society in which equality and respect for the inherent dignity of all human beings is realized. A world-view inspired by this understanding envisages an active membership that participates in all aspects of community life, regardless of their differences. ‘Thus full inclusion is not merely about formal acceptance by the majority but incorporates the concept of participation that is directed both towards the majority who should allow for participation and the minority wanting to participate actively. (Ghosh.S.K., 2019)

Special Education Service Delivery Model.

Various laws have been made for fulfilling the requirements of the persons with disability which are prepared on the basis of needs of individual student. There is flexibility as to the length of time or intensity of support each student receives.

Related services for both school-age and preschool students include, but are not limited to, such services as:

- speech/language therapy.
- audiology services.
- interpreting services.
- psychological services.
- counseling services.
- physical therapy.
- occupational therapy.
- orientation and mobility services.

1.4.3 Recommended Special Education Programs and Services Requirements (Revised December 2010)

The IEP must indicate the recommended program and services, including related services that will be provided for the student to:

- advance appropriately toward his or her annual goals;
- be involved and progress in the general education curriculum (or for preschool students, in appropriate activities);
- participate in extracurricular and other non-academic activities; and
- be educated and participate in activities with other students with disabilities and nondisabled students.

The regulations require that the IEP must indicate:

- the projected date for initiation of the recommended special education program and services;
- the recommended special education programs and services, (special education and related services) specified from the options set forth in Regulations for the continuum of services (section 200.6 for school-age students and section 200.16 for preschool students);

- the anticipated frequency, duration and location for each of the recommended programs and services, including the supplementary aids and services and program modifications to be provided to or on behalf of the student;
- whether the student is eligible for a 12-month special service and/or program and the identity of the provider of services during the months of July and August; for preschool students, the reasons the student needs a 12-month program;
- the class size, if appropriate;
- a statement of supports for school personnel on behalf of the student;
- the general education classes in which the student will receive consultant teacher services;
- any assistive technology devices or services needed for the student to benefit from education, including the use of such devices in the student's home or in other settings;
- a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of district-wide assessments of student achievement and, in accordance with Department policy, in State assessments of student achievement that are necessary to measure the academic achievement and functional performance of the student; if the recommendation for a preschool student is for one or more related services selected from the list maintained by the municipality or itinerant services, the child care location arranged by the parent or other site at which each service will be provided.

Considerations to Develop Recommended Programs and Services

The recommended special education programs and services in a student's IEP identify what the school will provide for the student so that the student is able to achieve the annual goals and to participate and progress in the general education curriculum (or for preschool students, age-appropriate activities) in the least restrictive environment. In determining the recommended programs and services for each student to achieve his or her annual goals, the Committee needs to consider the results of the student's evaluation, student's strengths, concerns of the parents for enhancing the education of their child, results of any general State or district-wide assessment programs and any special considerations unique to this student.

In all cases, the determination of programs and services must be individually determined on the basis of each student's abilities and needs. The recommendations of the programs and services a student needs cannot be based solely on factors such as the category of the student's disability, the availability of special education programs or related services or personnel, the current availability of space, administrative convenience, or how the district/agency has configured its special education service delivery system.

Special Education Program /Services

The IEP must specify the special education program and/or services needed by the student.

For school-age students, the continuum of special education programs and services includes:

- consultant teacher services
- integrated co-teaching services
- resource room program
- special class
- travel training
- adapted physical education

For preschool students, the continuum of special education programs and services includes:

- special education itinerant teacher services
- special class integrated setting
- special class half-day or full-day

Related services for both school-age and preschool students include, but are not limited to, such services as:

- speech/language therapy
- audiology services
- interpreting services

- psychological services
- counselling services
- physical therapy
- occupational therapy
- orientation and mobility services
- parent counselling and training
- school health services
- school social work
- assistive technology services

Program Modifications, Accommodations, Supplementary Aids and Services

Supplementary aids and services and/or program modifications or supports means aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment. The IEP must specify the projected date for initiation of services and the frequency, location and duration of such services. Following are examples of supplementary aids and services, accommodations and program modifications:

- A note taker
- Instructional materials in alternative formats (e.g., Braille, large print, books on tape)
- Extra time to go between classes
- Special seating arrangements
- Highlighted work
- Books on tape
- Study guide outlines of key concepts
- Use of a study carrel for independent work
- Assignment of supplementary school personnel (i.e., teacher aide/teaching assistant)

- Behavior management/support plan
- Extra time to complete assignments (Special Education, 2010)

1.5 Principles of inclusive education

1.5.1 Introduction

Society gives equal values, respect and celebrates different **learning** styles and achievements of all learners. By considering the individual requirements and needs, all learners are able to fulfill their potential. Inclusive education is the basis of lifelong equality. This is about a fundamental shift in the existing education system from seeing difference as a problem to be fixed to celebrating the diversity of learners and providing all necessary supports to enable equal participation.

1.5.2 Inclusive education is based on seven principles:

- Diversity enriches and strengthens all communities
- All learners' different learning styles and achievements are equally valued, respected and celebrated by society
- All learners are enabled to fulfil their potential by taking into account individual requirements and needs
- Support is guaranteed and fully resourced across the whole learning experience
- All learners need friendship and support from people of their own age
- All children and young people are educated together as equals in their local communities
- Inclusive education is incompatible with segregated provision both within and outside mainstream education (Our principles, n.d.)

1. Teaching All Students

Various learning styles are there for the students. So, different types of teaching skills are required to be developed since some students learn best by the visually information, some learn through auditory system, some students earn their knowledge by kinesthetic process. information can become more interesting and tangible to a greater

number of students by applying various methods of teaching to the same material within the same lesson or activity.

2. Exploring Multiple Identities

Building confidence and affirming identity for students supports their learning. Those students, who are very much interested about themselves and other people and the world around them, easily learn to be concerned and understanding for the people who are different from them. There is less chance to have negative feeling about others in their minds if they are free from any stress or worry.

3. Preventing Prejudice

All members of the society are inclined to the legacy of institutionalized inequalities and stereotyped ideas and images that are faced in the day to day life. To remove this preconceived stereotypes and to prevent them from escalating into feelings of prejudice and bias, it is better to make awareness programme for the people by an educator.

4. Promoting Social Justice

Young people can understand good or bad things easily. Make programme to discuss with the students regarding issues of fairness and of justice or injustice in terms of equality for all.

5. Choosing Appropriate Materials

It is important to choose books and materials that reflect accurate images of diverse peoples. Books, magazines, movies, web-based media and handouts can be guides for behavior and ideas, but they also have the potential to perpetuate some stereotypes. Read over all materials you are planning to use with students and decide if they promote a positive and appropriate image of people and themes.

6. Teaching and Learning about Cultures and Religions

It is important that students learn about other cultures and religions in a positive and comfortable manner. This includes learning about the cultural and religious differences among their peers – as well as other cultures and religions that are more remote from their experiences.

7. Adapting and Integrating Lessons Appropriately

It is important that educators be flexible in the adaptation of all the lessons in our curriculum as well as prescribed curriculum in general. Sometimes, the most teachable

moments are unplanned and unscripted. Often pre-designed lessons are a good starting point for dialogues or critical thinking. (The Seven Principles for Inclusive Education, n.d)

1.6 Key debates in special and inclusive education

This special issue is devoted to the outcomes of the 48th International Conference of Education, “Inclusive Education: The Way of the Future” (Geneva, 25–28 November 2008). In addition to presenting the conclusions and recommendations from the conference, this introduction tackles a wide range of questions in the field of inclusive education on which there are still controversy and debate.

Inclusive education is one of the greatest challenges facing educational systems throughout the world today, whether we are referring to developing, transition or developed countries. Providing an effective and high-quality education for all children and young people remains the main challenge. It entails a two-fold question: How to include the excluded, and at the same time, how to improve the quality and relevance of education in increasingly diverse settings?

Exclusion from education exists in every country, in different forms and to varying degrees. Individuals or groups might be excluded for reasons based on race, socio-economic status, ethnicity, culture, religion, gender, and physical or intellectual capacities. But some students are excluded within the education system itself: they may drop out or they may find themselves in a situation that does not provide them with the most appropriate responses to their basic learning needs and therefore they cannot gain access to the knowledge, skills and competencies they need to integrate successfully into society. Therefore the challenge is to overcome all forms of exclusion, both from education and within education.

It is quite evident that the field of inclusive education is not without uncertainties, disputes and contradictions. In fact, the speeches and discussions at the International Conference of Education (ICE) illustrated a considerable divergence of opinions throughout different countries, governments and international organizations.

The *Guidelines for Inclusion* (UNESCO 2005) report uses four key elements to conceptualize inclusive education: it can be seen as a *process*; it requires the identification and removal of *barriers* to learning; it aims to have ALL students achieve *results* in

attendance, participation, and quality learning; and it emphasises those groups of learners most *at risk* of exclusion and marginalization.

These variations in our understanding of inclusive education point to the need to adopt a process-focused approach and to reach a better understanding of the barriers that prevent educational inclusion by examining conditions at the individual level. In this respect it may be useful to consider UNESCO's definition of inclusive education, which is more precise than any available thus far, although a bit long:

Inclusion is seen as **a process** of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. (Acedo,C., Ferrer, F. & Pamies, J.2009)

1.7 Research evidence on efficacy and best practices associated with inclusive education

1.7.1 Introduction

A widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance.

If an educational strategy is evidence-based, data-based, or research-based, educators compile, analyze, and use objective evidence to inform the design an academic program or guide the modification of instructional techniques. For example, ninth-grade teachers in a high school may systematically review academic data on incoming freshman to

determine which students may need some form of specialized assistance and which students may be at greater risk of dropping out or struggling academically. By looking at absenteeism, disciplinary infractions, and course-failure rates during middle school, teachers can identify students who are more likely to struggle in ninth grade, and they can then proactively prepare academic programs, services, and learning opportunities to reduce the likelihood that those students will fail or drop out. In this case, educators are taking an evidence-based approach to instructing and supporting students in ninth grade. (This specific example is often called an “early warning system.”) (Evidence-Based, 2016)

The **goal** of an **inclusive education** system is to provide all students with the most appropriate **learning** environments and opportunities for them to best achieve their potential. All children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

Across the globe, students with disabilities are increasingly educated alongside their non-disabled peers in a practice known as inclusion. Inclusion is prominently featured in a number of international declarations, national laws, and education policies. These policies, coupled with the efforts of advocates for the rights of people with disabilities, have led to a substantial increase in the number of students with disabilities who receive schooling alongside their non-disabled peers.

Including students with disabilities can support improvements in teaching practice that benefit all students. Effectively including a student with a disability requires teachers and school administrators to develop capacities to support the individual strengths and needs of every student, not just those students with disabilities. Research evidence suggests that, in most cases, being educated alongside a student with a disability does not lead to adverse effects for non-disabled children. On the contrary, some research indicates that non-disabled students who are educated in inclusive classrooms hold less prejudicial views and are more accepting of people who are different from themselves.

Nevertheless, many students with disabilities still struggle to access effective inclusive programs. Long-standing misconceptions regarding the capacities of children with intellectual, physical, sensory, and learning disabilities lead some educators to continue to segregate disabled and non-disabled students. (Grindal, T., Freeman, B., Hehir, T., Lamoreau, R., Borquaye, Y. & Burke, S. 2016).

1.7.2 Reform

The use of objective evidence in education reform has grown increasingly common in recent decades, and a wide variety of research and data are now regularly used to identify strengths and weaknesses in schools, guide the design of academic programming, or hold schools and teachers accountable for producing better educational results, for example. From tracking standardized-test scores and graduation rates to using student information systems, sophisticated databases, and other new educational technologies, today's educators are more likely to use educational data, in one form or another, on a regular basis. In addition, educational research is increasingly being used by reform organizations, charitable foundations, elected officials, policy makers, school leaders, and teachers to inform everything from federal education policies to philanthropic investments to specialized teaching techniques in the classroom.

The growing use of evidence, data, and research in education mirrors a general information-age trend, in a wide variety of fields and professions, toward more objective, fact-based decisions. Historically, educators had to rely largely on personal experience, professional judgment, past practices, established conventions, and other subjective factors to make decisions about how and what to teach—all of which could potentially be inaccurate, misguided, biased, or even detrimental to students. With the advent of modern data systems and research techniques, educators now have access to more objective, precise, and accurate information about student learning, academic achievement, and educational attainment.

1.7.3 Debate

Debates about evidence-based approaches to education or school reform depend largely on the evidence and context in question, including how the available evidence is specifically being used or not used. For example, in some situations educators may argue that there is now such an overabundance of data that it has become infeasible, or even impossible, for schools and educators to act thoughtfully and appropriately on available evidence, given that merely collecting, processing, and analyzing so much data or research findings requires far more money, time, human resources, and specialized expertise than schools, districts, or state education agencies have. In other cases, schools and school systems may largely or entirely ignore available evidence; consequently, readily diagnosable school problems may go unaddressed, while effective, well-established teaching practices are never used.

The quality of available evidence, as well as the methods used to interpret research and data, can also contribute to ongoing debates. As in many other fields and professions, education is fraught with conflicting viewpoints, beliefs, and philosophies that can give rise to the misinterpretation or distortion of seemingly concrete and objective evidence. For example, the selection and presentation of data can be manipulated to confirm or disprove existing theories, and cherry-picking certain research findings, and ignoring others, can be used to generate the perception that certain educational strategies are more successful than they truly are. When researching or reporting on evidence-based approaches to school reform, it is important to investigate the source, quality, reliability, and validity of the evidence in question.

It is also worth noting that while both quantitative and qualitative evidence are widely used in education, there is debate about how these different types of evidence should be weighed and considered. For example, some educators believe that qualitative evidence is “squishy” and more susceptible to subjectivity, while others may argue that quantitative evidence is too narrow and limited and that it should not be used without taking other forms of evidence into consideration, including the opinions and perspectives of students and teachers. **(EVIDENCE-BASED, 2016)**

1.8 Let us sum up

Education is the main source of an individual’s journey toward self-reliance and independence. So to fulfil the different needs, proper education and fundamental right of an individual learners, appropriate education system must be designed and organised accordingly. Inclusive education (IE) is a new approach towards educating the children with and without disability under the same roof. It requires to take care of learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It is important to know the historical roots and the evolution of inclusive education both at international and national level, if the process of inclusive education is to be implemented properly. Key international milestones towards inclusive education are :(i) 1948-The Universal Declaration of Human Rights (Article 26),(ii)1966- The International Covenant on Economic, Social and Cultural Rights,(iii)1982- The World Programme of Action Concerning Disabled Persons,(iv)1989- The Convention on the Rights of the Child,(v) 1990- The Jomtien World Conference on Education for All (EFA),(vi) 1993- Standard Rules on the Equalisation of Opportunities for Persons with

Disabilities,(vii) 1994- Standard Rules on the Equalisation of Opportunities for Persons with Disabilities,(viii) 2000- The World Education Forum, Dakar,(ix) 2006- The UN Convention on the Rights of Persons with Disabilities. Documentation of efforts for or against special education in India remains sparse before India's independence from Britain. These small pieces of evidence are part of the "gurukul" system of education that existed in India for centuries before British rule. The Central Advisory Board of Education published Sargent Report in 1944. In this report, for the first time provision for the handicapped (the word used in this report) were to form an essential part of the national system of the education administered by department of education. Most educators believed that the children with physical, sensory or intellectual impairments were so different that they could not participate in the activities of a common school. The centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was introduced in 1974 as per the recommendations of the NPE (1986). The commitment of the Government of India to Universalisation of Elementary Education(UEE) cannot be fully achieved without taking care of special educational needs of the challenged children. The shifting approaches to disability have translated into very diverse policies and practices. The various models of disability impose differing responsibilities on the States, in terms of action to be taken, and they suggest significant changes in the way disability is understood. The four major identifiable formulations of disability are: the charity model, the bio-centric model, the functional model, and the human rights model. Inclusive education is based on seven principles. These are 1. Teaching All Students, 2. Exploring Multiple Identities, 3. Preventing Prejudice, 4. Promoting Social Justice, 5. Choosing Appropriate Materials, 6. Teaching and Learning about Cultures and Religions, 7. Adapting and Integrating Lessons Appropriately. Inclusive education is one of the greatest challenges facing educational systems throughout the world today, whether we are referring to developing, transition or developed countries. It entails a two-fold question: How to include the excluded, and at the same time, how to improve the quality and relevance of education in increasingly diverse settings? A widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. If an educational strategy is evidence-based, data-based, or research-based, educators compile, analyze, and use objective evidence to inform the design an academic program or guide the modification of instructional techniques. The growing use of evidence, data, and research in education mirrors a

general information-age trend, in a wide variety of fields and professions, toward more objective, fact-based decisions. It is also worth noting that while both quantitative and qualitative evidence are widely used in education, there is debate about how these different types of evidence should be weighed and considered.

1.9 Unit End Exercises

1. Discuss briefly the historical perspective of Inclusive Education in India.
2. What are basic points of Rule 6 on guidelines regarding education of persons with disabilities?
3. Write a short note on the charity model.
4. Narrate briefly the principles of Inclusive Education?
5. Describe shortly the key debates in special and inclusive education.
6. Write a short note on The UN Convention on the Rights of Persons with Disabilities.

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Unit 2 □ Covenants and Policies Promoting Inclusive Education - A Critique.

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2.1 Introduction

Human rights-based approach to inclusive education requires an understanding of inclusion as an approach to education for all children, based on the provisions of both the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD). It represents a profound change in the way most education systems are conceived, necessitating a commitment to creating systems and schools which respond to the needs of individual children, rather than forcing children with different learning needs to comply with a rigid, pre-determined structure. In order to bring about such a change, investment is needed in a broad range of measures to remove the barriers which it can be sustained.

Historically people with disabilities have often suffered, and in most parts of the world are still suffering, from a pervasive and disproportionate denial of the right to

education. In many countries, children with disabilities are sent away to institutions where they receive no education and are isolated from society for their entire lives. In other countries, children with disabilities are forced to attend separate schools instead of general schools in the community. The vast barriers children with disabilities face in accessing education in most societies has led to a low employment rate for persons with disabilities and a disproportionately high rate of poverty.

In such context, International and National laws play as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect the rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) put steps forwards for the protection of their right to education.

2.2 Objectives

- To understand the Covenants and Policies Promoting Inclusive Education.
- To understand the International Declarations
- To acquire the knowledge International Frameworks of Salamanca Framework
- To understand the knowledge of National Commissions & Policies
- To understand the National Commission & Policies
- To understand the knowledge National Acts & Programme

2.3 International Declaration: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.3.1 Universal Declaration of Human Rights (1948)

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217(III) A as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. It proclaimed the right of every child to and education.

The Declaration consists of a preamble and thirty articles:

- The preamble sets out the historical and social causes that led to the necessity of drafting the Declaration.
- Articles 1–2 established the basic concepts of dignity, liberty, and equality.
- Articles 3–5 established other individual rights, such as the right to life and the prohibition of slavery and torture.
- Articles 6–11 refer to the fundamental legality of human rights with specific remedies cited for their defense when violated.
- Articles 12–17 established the rights of the individual towards the community (including such things as freedom of movement).
- Articles 18–21 sanctioned the so-called “constitutional liberties”, and with spiritual, public, and political freedoms, such as freedom of thought, opinion, religion and conscience, word, and peaceful association of the individual.
- Articles 22–27 sanctioned an individual’s economic, social and cultural rights, including healthcare. Article 25 states: “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services.” It also makes additional accommodations for security in case of physical debilitation or disability, and makes special mention of care given to those in motherhood or childhood.
- Articles 28–30 established the general ways of using these rights, the areas in which these rights of the individual cannot be applied, and that they cannot be overcome against the individual.

These articles are concerned with the duty of the individual to society and the prohibition of use of rights in contravention of the purposes of the United Nations Organization.

The Declaration consists of 30 articles affirming an individual’s rights which, although not legally binding in themselves, have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions, and other laws. The Declaration was the first step in the process of formulating the International Bill of Human Rights, which was completed in 1966, and came into

force in 1976, after a sufficient number of countries had ratified them.https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

2.3.2 World Declaration on Education for All (1990)

The World Declaration on Education for All was a historic demonstration of the will and commitment of countries to establish in the area of child, adult and family education a new basis for overcoming inequality and generating new opportunities for eradicating poverty. Emphasis was placed not only on access to basic education, but also on the quality of education and actual learning outcomes.

The Education for All Programme was launched at the international level in 1990 with contributions from the five intergovernmental agencies promoting the Programme (United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP) and World Bank), as well as various foundations, international and non-governmental organizations and the mass media. The International Consultative Forum on Education for All, with its secretariat located at UNESCO headquarters in Paris, was established as an interagency body to guide and monitor follow-up actions to the World Conference in Jomtien.

It emphasizes education for all including children with disabilities. It states, "the learning needs of the disabled demand special attention, steps need to be taken to provide equal access to education to every category of disabled person as an integrated part of education systems".(<https://www.humanium.org/en/world-declaration-on-education-for-all>) fccgchgcgchgcgchgcgncv

2.4 International Conventions: Convention against Discrimination (1960), United Nations Conventions on Rights of a child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012).

2.4.1 Convention against Discrimination (1960)

Convention against Discrimination in Education is a multilateral treaty adopted by UNESCO on 14 December 1960 in Paris and came into effect on 22 May 1962,

which aims to combat discrimination, cultural or religious assimilation, or racial segregation in the field of education. The Convention also ensures the free choice of religious education and private school and the right to use or teach their own languages for national minority groups. The Convention prohibits any reservation.

There is an additional **Protocol Instituting a Conciliation and Good Offices Commission**, which was adopted in 10 December 1962 and entered into force on 24 October 1968 in signatory States. As of October 2019, the Protocol has 37 members (including Vietnam; post-unification Vietnam has not expressed a position on whether it succeeds pre-unification South Vietnam as a member of the Protocol)

This Convention is also referred to in the *Preamble* of International Convention on the Elimination of All Forms of Racial Discrimination and UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.

Article 1 defines “discrimination” as any distinction, exclusion, limitation or preference on the basis of race, color, sex, language, religion, political or other opinion, origin national or social status, economic status or birth.

However, the article indicates a number of situations which are not to be considered to constitute discrimination. This includes the creation or maintenance of separate educational systems or establishments for pupils of both sexes, when they have easy access to education:

- establishment or maintenance on religious or linguistic grounds, and
- the establishment or maintenance of private educational institutions, if the purpose of such institutions is not to ensure exclusion of any group but to add to the educational opportunities offered by the public authorities. (https://en.wikipedia.org/wiki/Convention_against_Discrimination_in_Education)

2.4.2 United Nations Conventions on Rights of a child (1989)

The State’s Parties to the present Convention, considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human

person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Conventions on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance.

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement

and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration.

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries. It states that education is the right of every child. (<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>)

2.4.3 United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

United Nations Convention on the Rights of Persons with Disabilities, (UNCRPD) – 2007

The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on 13 December 2006 (after 4 years of debate and discussion among 190 member Countries, including India) at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol, and 1 ratification of the Convention on the first day itself. This is the highest number of signatories in the history of the United Nations, on its opening day. India has signed this Convention on the first day of its opening and ratified it on 1st Oct 2007.

Article 1- Purpose: to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The U NCRPD does not define disability, but uses this description in the 1st article. Here, society is seen as the entity which causes disability by putting up barriers hindering participation of persons with impairments.

Article 3 - General Principles

Guiding Principles

Full and Effective Participation and inclusion

Non-discrimination

Respect for dignity autonomy

Accessibility

Equality of opportunity

Respect for difference human diversity

Equality between men and women

The UNCRPD identifies 6 civil and political rights, and 12 economic, social and cultural rights to be enjoyed by all persons with disabilities without discrimination of gender, socio-economic or rural-urban status.

Article 4 - General obligations of Governments

include ensuring non-discrimination, allocation of resources for rights-realization, close consultation and participation of persons with disabilities, (including children with disabilities), and awareness-raising among personnel who work with persons with disabilities, so as to ensure their commitment to the human rights

Article 5 Equality and non-discrimination

Article 6 - Women with disabilities

Article 7 - Children with disabilities

Article 8- Awareness-raising: -To raise awareness throughout society including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities: to combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life .and also to promote awareness of the capabilities and contributions of persons with disabilities.

Article 9 - Accessibility: - To enable persons with disabilities to live independently and participate fully in all aspects of life. States Parties to take appropriate measures to ensure access to persons with disabilities, on an equal basis with others, to the physical

environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

Article 10- Right to life: - Reaffirm that every human being has the inherent right to life and shall take all necessary measures to ensure its effective enjoyment by persons with disabilities on an equal basis with others.

Article 11- Situations of Risk and Humanitarian Emergencies

Article 12- Equal Recognition before the Law

Article 13- Access to Justice

Article 14 - Liberty and security of the person

Article 15- Freedom from torture or cruel, inhuman or degrading treatment or punishment

Article 16- Freedom from exploitation, violence and abuse

Article 17- Protecting the integrity of the person

Article 18- Liberty of movement and nationality

Article 19- Living independently and being included in the community

Article 20- Personal mobility

Article 21- Freedom of expression and opinion, and access to information

Article 22- Respect for privacy

Article 23- Respect for home and the family (relating to marriage, family, parenthood and relationships).

Article 24- Education: This right is given without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to full development of human potential and sense of dignity and self-worth.

Article 25-Health: - Recognizes that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability, health services that are gender-sensitive, including health-related rehabilitation.

Article 26- Habilitation and Rehabilitation:- To enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programs, particularly in the areas of health, employment, education and social services, which begin at the earliest possible stage, and are based on the multi-disciplinary assessment of individual needs and strengths. (habilitation is for those who are born with disabilities, and rehabilitation is for those who acquire disability later in life).

Article 27- Work and Employment: - recognizes the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environments that are open, inclusive and accessible to persons with disabilities, including for those who acquire a disability during the course of employment.

Article 28- Adequate standard of living and social protection

Article 29 - Participation in political and public life

Article 30- Participation in cultural life, recreation, leisure and sports in accessible formats, including television programs, films, theatre and other cultural activities.

Article 31- Statistics and data collection

Article 32 -International Cooperation

The rest of the 50 Articles are concerned with implementation, reports and monitoring. The UNCRPD is the only international legal instrument for persons with disabilities. (<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-w>)

2.4.4 Incheon Strategy (2012)

Purpose

The Incheon Strategy provides the Asian and Pacific region, and the world, with the first set of regionally agreed disability-inclusive development goals. The strategy comprises 10 goals, 27 targets and 62 indicators.

The strategy will enable the Asian and Pacific region to track progress towards improving the quality of life, and the fulfilment of the rights of the region's 650 million people with disabilities, most of whom live in poverty.

Overview

The goals of the Incheon strategy include:

- reducing poverty and enhancing work and employment prospects;
- promoting participation in political processes and in decision-making;
- enhancing access to the physical environment, public transportation, knowledge, information and communication;
- strengthening social protection;
- expanding early intervention and the education of children with disabilities;
- ensuring gender equality and women's empowerment;
- ensuring disability-inclusive disaster risk reduction and management;
- improving the reliability and comparability of disability data;
- accelerating the ratification and implementation of the Convention on the Rights of Persons with Disabilities and the harmonisation of national legislation with the Convention;
- advancing subregional, regional and interregional cooperation.

Usage: Policy guidance

Audiences: Technical staff; Gender and diversity practitioners

Reference: United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) (November 2012). *Incheon Strategy to 'Make the Right Real' for Persons with Disabilities in Asia and the Pacific* (pp. 1-55). Available from: <http://www.maketherightreal.net/> [Accessed: 30 December 2015].

2.5 International Frameworks Salamanca Framework (1994)

The Salamanca statement states,

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain acceptable level of learning.
- Every child has unique characteristics, interest, abilities and learning needs.
- Education systems should be designed and educational programme implemented to take into account the wide diversity of these characteristic and needs.

- Those with special educational needs must have accesses to regular schools which should accommodate them within a child center pedagogy capable of meeting this needs.
- Regular schools with this inclusive orientation are most effective needs of combating discriminatory attitude, creating welcoming communities, building and exclusive society and achieving education for all; more over they provide an effective education to the majority of the children and improve the efficiency and ultimately the cost effectiveness of the entire education system.
- Educational policies at all levels should stipulate that children with disabilities should attained their neighborhood school that is the school that would be attended if the child did not have the disabilities.
- The Salamanca Framework for action further points out that, ‘Experience in many countries demonstrates that the integration of children and with special need is based achieved within inclusive school that serve all children with in a community. It is with in this context that those with special educational needs can achieve the fullest educational progress and social integration’ (Article - 6).
- The statement calls upon the Governments and international communities to promote inclusive schooling through various majors including development of policies and legislation. Mobilization of financial resources development and implementation of demonstration project of inclusive school, ensuring active participation from the communities, parents and organization persons with disabilities; capacity building of educators and dissemination of information.

It endorsed inclusive education and stated that inclusion and participation are essential to human rights.(Panigrahi. 2018,)

2.6 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006).

2.6.1 Kothari Commission (1964)

In the chapter ‘Towards Equalization of Educational Opportunities’ Kothari commission states about handicapped children in the following lines, ‘Very little has

been done in this field so far any great improvement in the situation does not seem to be practicable in the near future ... there is much in the field that could be learned from the educationally advanced countries '(Education Commission, 1966. P. 123). The commission recommended:

- i) 'the provision of educational facilities for about 10% of the total number of handicapped children by 1986; and
- ii) integrated education for handicapped children. (https://en.wikipedia.org/wiki/Kothari_Commission)

2.6.2 National Education Policy (1968)

The **National Policy on Education (NPE)** is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf

2.6.3 National Policy on Education (1986)

NPE (MHRD, 1986 a) in its broad objective of education for equality proposed the following measures for the education of the disabled (pp. 8-9)

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with others.
- ii) Special schools with hostels will be provided, as far as possible at district headquarters, for severely handicapped children,
- iii) Adequate arrangement will be made to give vocational training to the disabled.
- iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with special difficulties of handicapped children, and

- v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

It included a full chapter on “Education of the Handicapped” and formulated guidelines for action. The NPE (1986) strongly emphasized the need for the expansion of integrated education programmes. http://www.ncert.nic.in/oth_anoun/Policy_1986_eng.pdf

2.6.4 Revised National Policy of Education (1992)

The National Policy on Education-1986 was modified in 1992. It is a comprehensive frame work to guide the development of education in the country. The principles included in the NPE-1968 are also included in the new policy with some modifications.

Modifications and Additions

- The new education policy will give emphasis on retention of children in the schools at primary level. The cause of the drop out of the children from the school should be strategically handled by making plans. The network of Non-Formal education in the country to be introduced and also the education should be made compulsory up to the age of 14.
- Greater attention should be given to the backward classes, physically challenged and minority child for their development in education.
- Major emphasis will be laid on women 's education to overcome the poor rate of illiteracy among female. They will be given priority in various educational institutes and special provisions will be made available for them in vocational, technical and professional education.
- Institutions will be provided with resources like infrastructure, computers, libraries. Accommodation for students will be made available especially for girls students. Teachers will have the rights to teach, learn and research.
- The Central Advisory Board of Education will play an important role in reviewing educational development and also to determine the changes required to improve the education in the country.
- State government may establish State Advisory Board of Education to look after the state's progress in education.

- Non-government organizations will be encouraged to facilitate the education in the country. At the same time steps will be taken to prevent establishment of institutions for commercialization of education.https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf

2.6.5 National Curricular Framework (2005)

The **National Curriculum Framework (NCF 2005)** is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.

The Framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET][https://en.wikipedia.org/wiki/National_Curriculum_Framework_\(NCF_2005\)](https://en.wikipedia.org/wiki/National_Curriculum_Framework_(NCF_2005))

2.6.6 National Policy for Persons with Disabilities (2006)

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society.

Focus of the policy

The focus of the policy is on the following

- 1. Prevention of Disabilities** - Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.
- 2. Rehabilitation Measures** - Rehabilitation measures can be classified into three distinct groups:
 1. Physical rehabilitation, which includes early detection and intervention, counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.
 2. Educational rehabilitation including vocational education and
 3. Economic rehabilitation for a dignified life in society.
- 3. Women with disabilities** - Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills.

The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

4. Children with Disabilities - Children with disabilities are the most vulnerable group and need special attention. The Government would strive to: -

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

Barrier-free environment - Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in every day activities. Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free.

Issue of Disability Certificates - The Government of India has notified guidelines for evaluation of the disabilities and procedure for certification. The Government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures.

Social Security - Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation, assistive devices, etc. Therefore, there is a need to provide them social security by various means. Central Government has been providing tax relief to persons with disabilities and their guardians. The State Governments / U.T. Administrations have been providing unemployment allowance or disability pension. The State Governments will be encouraged to develop a comprehensive social security policy for persons with disabilities.

Promotion of Non-Governmental Organizations (NGOs) - The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable services to complement the endeavors of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with disabilities. Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

Collection of regular information on Persons with Disabilities - There is a need for regular collection, compilation and analysis of data relating to socio-economic conditions of persons with disabilities. The National Sample Survey Organization has been collecting information on Socio-economic conditions of persons with disabilities on regular basis once in ten years since 1981. The Census has also started collection of information on persons with disabilities from the Census-2001. The National Sample Survey Organization will have to collect the information on persons with disabilities at least once in five years. The differences in the definitions adopted by the two agencies will be reconciled.

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

Sports, Recreation and Cultural life - The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities. (<http://vikaspedia.in/social-welfare/differently-abled-welfare/policies-and-standards/nationa>)

2.7 National Acts & Programmes IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013).

2.7.1 IEDC (1974)

Integrated Education for Disabled Children Scheme namely IEDC, a centrally sponsored Scheme run by the Directorate of Education

Aim of IEDC is to provide **not only** the Educational opportunities for disabled children in common schools so as to facilitate their **retention** in the school system but **also to integrate** them with the general community at all levels as equal partners.

Need of IEDC: Population census gives the figure of about 10 million disabled in Indian population. Obviously such a vast percentage of people cannot be ignored while having any kind of vision or mission for our country. Integrating children in ordinary schools is the most effective and economical way of providing educational opportunities to them in large numbers. This also has the social and psychological advantages of giving a boost to their self-esteem to enable them to face life with courage and confidence.

Evaluation / History of IEDC in the Directorate of Education (DOE): To begin with this scheme was introduced in 1976-1977 in the Selected Senior Secondary Schools. Presently all the schools are covered under this scheme. To avail benefits of this scheme, registration was required to be done at Administrative Cell, till the year 2000-2001. Now the process of registration is decentralized and disabled children are registered at the level of school where they are studying. Complete record of the disabled child is prepared and maintained by the teacher in-charge (IEDC) in the school.

Eligibility Criterion for disabled children to be registered: The challenged child must have at least 40% (forty percent) or more of disability(s). This has to be certified by the Government Hospitals which were selected by the concerned state/ central Govt.

Disability Categories for extending benefits of this scheme include: - Children who could be

Orthopedically Handicapped – (OH),

Mentally retarded (Educable) - (MR)

Visually Impaired - (VI)

Hearing Impaired - (HI)

Cerebral Palsied - (CP)

× **Benefits of the scheme to the child:** consists of Books and Stationary Allowance, Uniform Allowance, Transport Allowance, Escort Allowance, Reader Allowance, Actual cost of Equipment (used by the disabled child) etc.

Purpose of this Act: - is to elaborate the responsibility of the Central and State Govt., local bodies to provide services, facilities and equal opportunities to people with disabilities for participating as productive citizens of the Country. This is an important land mark.

Step taken by the Director of Education: - In implementing IEDC Scheme in N.C.T. of Delhi and to create awareness in community. The Directorate has taken various steps regarding the provisions of the scheme to be availed by the disabled children. Various circulars, orders regarding admission, age relaxation, time relaxation in examination, language exemptions, removal of architectural barriers, providing aids and appliances to blind students, collections of information regarding disabled children to provide reference etc. has been issued to all the Heads of the school. Moreover, the data maintain by IEDC teacher in-charge in the school is submitted in the prescribed proforma to the respective District Coordinator, which is then forwarded to the Cell. Awareness in the community is being created regarding IEDC scheme by publishing articles in the newsletter. In-service training programmes are also being conducted by the IEDC Cell for Heads of schools, EVG Counsellors and teachers for their sensitization (towards this scheme and the Persons with Disabilities Act, 1995) and their role in the implementation of the Scheme. Officers of IEDC Cell also delivered lecture on the Scheme in the training programmes conducted by other agencies like NCERT, SCERT, CIRTES etc. In fact, SCERT has agreed to add a component about IEDC in all their training programmes for teachers of NCT of Delhi.

In conclusion the centrally sponsored scheme IEDC launched in 1974 to admit children with disabilities in regular schools. (Panigrahi , 2018)

2.7.2 RCI Act (1992)

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more

broad-based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

The Act with Amendments 2000

An Act to provide for the constitution of the Rehabilitation council of India for regulating the training of rehabilitation professionals and monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education and the maintenance of a Central Rehabilitation Register and for matters connected therewith or incidental thereto.

Chapter I – Preliminary

2. (1) In this Act, unless the context otherwise requires: (a) “Chairperson” means the Chairperson of the Council appointed under sub-section (3) of section 3 (b) “Council” means Rehabilitation Council of India constituted under section 3; (c) “handicapped” means a person suffering from any disability referred to in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995. (d) Omitted (e) Omitted (f) “member” means a member appointed under sub-section (3) of section 3 and includes the Chairperson (g) “Member Secretary” means the Member Secretary appointed under sub-section (1) of section 8. (h) “Mental Retardation” means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of intelligence. (i) “Notification” means a notification published in the Official gazette. (j) “prescribed” means prescribed by regulations (k) “recognized rehabilitation qualifications” means any of the qualifications included in the Schedule; (l) “Register” means the Central Rehabilitation Register maintained under sub-section (1) of section 23. (m) “regulations” means regulations made under this Act. (ma) “Rehabilitation” refers to a process aimed at enabling persons with disabilities to reach and maintain their optimum physical, sensory, intellectual, psychiatric or social The Act with Amendments 2000 (j) “prescribed” means prescribed by regulations (k) “recognized rehabilitation qualifications” means any of the qualifications included in the Schedule; (l) “Register” means the Central Rehabilitation Register maintained under sub-section (1) of section 23. (m) “regulations” means regulations made under this Act. (ma) “Rehabilitation”

refers to a process aimed at enabling persons with disabilities to reach and maintain their optimum physical, sensory, intellectual, psychiatric or social functional levels. (n) “rehabilitation professionals” means i. Clinical Psychologists ii. Hearing aid and ear mould technicians iii. Audiologists and speech therapists iv. Rehabilitation engineers and technicians v. Special teachers for educating and training the handicapped vi. Vocational counselors, employment officers and placement officers dealing with handicapped vii. Multi-purpose rehabilitation therapists, technicians or Speech pathologists. ix. Rehabilitation psychologists x. Rehabilitation social workers. xi. Rehabilitation practitioners in Mental Retardation. xii. Orientation and mobility specialists. xiii. Community based rehabilitation professionals xiv. Rehabilitation counselors /Administrators xv. Prosthetics and orthotics. xvi. Rehabilitation workshop managers. (o) Omitted (p) Include 1(A) Words and expressions used and not defined in this Act but defined in the Persons with Disabilities (Equal Opportunities, Protection of Rights and full participation) Act, 1995 shall have the meanings respectively assigned to them in that Act. 2. (2) Any reference in this Act to any enactment or any provision thereof shall, in relation to an area in which such enactment or such provision is not in force, be construed as a reference to the corresponding law or the relevant provision of the corresponding law, if any, in force in that area.

Chapter II – Preliminary

3. (1) With effect from such date as the Central Govt. may, by notification, appoint in this behalf, there shall be constituted for the purposes of this Act a Council to be called the Rehabilitation Council of India (2) The Council shall be a body corporate by the name aforesaid having perpetual succession and a common seal, with power subject to the provisions of this Act, to acquire hold and dispose of property, both movable and immovable, and to contract and shall by the said name sue and be sued. 3. The Council shall consist of the following members, namely – (a) A Chairperson from amongst persons having experience in administration with professional qualification in the field of rehabilitation, disabilities and special education, to be appointed by the Central Government. 3. (b) such number of members not exceeding seven, as may be nominated by the Central Government, to represent the Ministries of the Central Government dealing with matters relating to persons with disabilities. 3. (c) one member to be appointed by the Central Govt. to represent the University Grants Commission (d) one member to be appointed by the Central Government to represent the Directorate General of Indian Council of Medical Research. (e) two members to be appointed by the Central Govt. to

represent the Ministry or department of the states or the Union territories dealing with Social Welfare by rotation in alphabetical order. 3. (f) such number of members not exceeding six as may be appointed by the central govt. from amongst the rehabilitation professionals working in voluntary organizations. (g) such number of members not exceeding four as may be appointed by the Central Govt. from amongst the medical practitioners enrolled under the India Medical Council Act, 1956 and engaged in rehabilitation of the handicapped (h) three Members of Parliament of whom two shall be elected by the House of the People and one by the Council of States.

Chapter II – Preliminary

3. (i) such number of members not exceeding three as may be nominated by the Central Govt. from amongst the social workers who are actively engaged in assisting the disabled (j) the Member-Secretary, ex officio 4. (1) The Chairperson or a member shall hold office for a term of two years from the date of his appointment or until his successor shall have been duly appointed, whichever is longer. (2) A casual vacancy in the Council shall be filled in accordance with the provisions of section 3 and the person so appointed shall hold office only for the remainder of the term for which the member in whose place he was appointed would have held that office. 4. (3) The Council shall meet at least once in each year at such time and place as may be appointed by the Council and shall observe such rules of procedure in the transaction of business at a meeting as may be prescribed. (4) The Chairperson or, if for any reason, he is unable to attend the meeting of the Council, any member elected by the members present from amongst themselves at the meeting shall preside at the meeting. (5) All questions which come up before any meeting of the Council shall be decided by a majority of votes of the members present and voting and in the event of an equality of votes, the Chairperson, or in his absence, the person presiding shall have a second or casting vote. 5. No person shall be a member if he- (a) is, or becomes, of unsound mind or is so declared by a competent court; or (b) is, or has been convicted of any offence which in the opinion of the Central Government involves moral turpitude; or (c) is, or at any time has been adjudicated as insolvent If a member 6. (a) becomes subject to any of the disqualifications mentioned in section 5; or (b) is absent without excuse, sufficient in the opinion of the Council from three consecutive meetings of the Council; or (c) ceases to be enrolled on the Indian Medical Register in the case of a member referred to in clause (g) of subsection (3) of section 3, His seat shall thereupon become vacant. 7. (1) The Council shall constitute from amongst its members an Executive Committee and such other

committees for general or special purposes as the Council deems necessary to carry out the purposes of this Act. (2) The Executive Committee shall consist of the Chairperson who shall be member ex officio and not less than seven and not more than ten members who shall be nominated by the Council from amongst its members. (3) The Chairperson shall be the Chairperson of the Executive Committee (4) In addition to the powers and duties conferred and imposed upon it by this Act, the Executive Committee or any other committee shall exercise and discharge such powers and duties as the Council may confer or impose upon it by any regulations which may be made in this behalf. 8. (1) the Central Government shall appoint the Member secretary of the Council to exercise such powers and perform such duties and the direction of the council as may be prescribed or as may be delegated to him by the Chairperson (2) The Council shall, with the previous sanction of the Central Government employ such officers and other employees as it deems necessary to carry out the purpose of this Act. 8. (3) The Council shall with the previous sanction of the central government fix the allowance to be paid to the Chairperson and other members and determine the conditions of service of the Member Secretary, officers and other employees of the Council. 9. No act or proceedings of the Council or any committee thereof shall be called in question on the ground merely of the existence of any vacancy in, or any defect in the constitution of the Council or a committee thereof as the case may be. 10.(1) On and from the date of the constitution of the Council, the Rehabilitation Council shall stand dissolved and on such dissolution- (a) all properties and assets, movable and immovable of or belonging to the Rehabilitation Council shall vest in the council (b) all the rights and liabilities of the Rehabilitation Council shall be transferred to, and be the rights and liabilities of the Council. (c) without prejudice to the provisions of clause (b) all liabilities incurred, all contracts entered into on all matters and things engaged to be done by, with or for the Rehabilitation Council immediately before that date, for or in connection with the purposes of the said Rehabilitation Council shall be deemed to have been incurred, entered into, or engaged to be done by with or for the Council. (d) all sums of money due to the Rehabilitation Council immediately before that date shall be deemed to be due to the Council e) All suits and other legal proceedings instituted or which could have been instituted by or against the rehabilitation Council immediately before that date may be continued or may be instituted by or against the Council; and (f) Every employee holding any office under the Rehabilitation Council immediately before that date shall hold his office in the Council by same tenure and upon the same terms and conditions of services as respects remuneration , leave, provident fund, retirement and other terminal benefits as

he would have shall continue to do so as an employee of the Council or until the expiry of a period of six months from that date if such employee opts not be the employee of the Council within such period. 10.(2) Notwithstanding anything contained in the Industrial Disputes Act, 1947 or any other law for the time being in force, absorption of any employee by the Council in its regular service under this section shall not entitle such employee to any compensation under that Act or other law and no such claim shall be entertained by any court, tribunal or other authority. Explanation – In this section, “Rehabilitation Council” means the Rehabilitation Council, a society formed and registered under the Societies Registration Act, 1860 and functioning as such immediately before the constitution of the Council.

11.(1) The qualifications granted by any University or other institutions in India which are included in the Schedule shall be recognized qualifications for rehabilitation professionals.

Chapter III – Functions of the Council

11.(1) The qualifications granted by any University or other institutions in India which are included in the Schedule shall be recognized qualifications for rehabilitation professionals. 11.(2) Any University or other institutions which grants qualifications for rehabilitation professionals not included in the schedule may apply to the Council to have any such qualification recognized and the Council may by notification for amend the schedule so as to include such qualification therein and any such notification may also direct that an entry shall be made in the last columns of the schedule against such qualification only when granted after a specified date. 12.The Council may enter into negotiations with the authority in any country outside India for setting up of a scheme of reciprocity for the recognition of qualifications and in pursuance of any such scheme, the Central Govt. may, by notification, amend the Schedule so as to include therein any qualification which the Council has decided should be recognized, and by such notification may also direct that an entry shall be made in the last column of the Schedule declaring that it shall be the recognized qualification only when granted after a specific date. 13.(1) Subject to the other provision contained in this Act, any qualification included in the Schedule shall be sufficient qualification for enrolment on the Register. (2). No person, other than the rehabilitation professional who possesses a recognized rehabilitation qualification and is enrolled on the Register, — 13.2 (a). shall hold office as rehabilitation professional or any such office (by whatever designation called) in

Government or in any institution maintained by a local or other authority; (b). shall practice as rehabilitation professional anywhere in India; 13.c). shall be entitled to sign or authenticate any certificate required by any law to be signed or authenticated by a rehabilitation professional; 13.d). shall be entitled to give any evidence in any court as an expert under section 45 of the Indian Evident Act, 1872 on any matter relating to the handicapped: Provided that if a person possesses the recognized rehabilitation professional/ personnel qualifications on the date of commencement of this Act, he shall be deemed to be an enrolled rehabilitation professional/ personnel for a period of six months from such commencement, and if he has made an application for enrolment on the Register within said period of six months, till such application is disposed of.

13.2(A) Notwithstanding anything contained in sub-section (2), any person being a doctor or a paramedic in the field of physical medicine and rehabilitation, orthopaedics, ear, nose or throat (ENT), Opthamology or Psychiatry, employed or working in any hospital or establishment owned or controlled by the Central Government or a State Government or any other body funded by the Central or a State Government and notified by the Central Government, may discharge the functions referred to in clauses (a) to (d) of that subsection(3) 13.(3) Any person who acts in contravention of any provision of subsection (2) shall be punished with imprisonment for a term which may extend to one year, or with fine which may extend to one thousand rupees, or with both. 14. Every University or institution in India which grants a recognized qualification shall furnish such information as the Council may, from time to time, require as to the courses of study and examinations to be undergone in order to obtain such qualification, as to the ages at which such courses of study and examinations are required to be undergone and such qualification is conferred and generally as to the requisites for obtaining such qualification. 15.(1). The Council shall appoint such number of Inspectors as it may deem requisite to inspect any University or institution where education for practicing as rehabilitation professionals is given or to attend any examination held by any university or institute for the purposes of recommending to the Central Govt. recognition of qualifications granted by that university or institution as recognized rehabilitation qualifications. (2) The inspectors appointed under sub-section (1) shall not interfere with the conduct of any training or examination but shall report to the Council on the adequacy of the standards of education including staff, equipment accommodation, training and other facilities prescribed for giving such education or of the sufficiency of every examination which they attend. (3) The Council shall forward a copy of the report

of the Inspector under sub-section 2) to the University or institution concerned and shall also forward a copy with the remarks of the university or the institution thereon, to the Central Government. 16.(1) The Council may appoint such member of visitors as it may deem requisite to inspect any University or institution wherein education for rehabilitation professionals is given or attend any examination for the purpose of granting recognized rehabilitation qualification. (2) Any person, whether he is a member of the Council or not, may be appointed as a Visitor under sub-section (1) but a person who is appointed as an Inspector under sub-section(1) of section 15 for any inspection or examination shall not be appointed as a Visitor for the same inspection or examination. 16.(3) The Visitor shall not interfere with the conduct of any training or examination but shall report to the Chairperson on the adequacy of the standards of education including staff, equipment, accommodation, training and other facilities prescribed for giving education to the rehabilitation professional or on sufficiency of every examination which they attend. (4) The report of a Visitor shall be treated as confidential unless in any particular case the Chairperson otherwise, directs: Provided that if the Central Govt. requires a copy of the report of a Visitor, the Council shall furnish the same. 17.(1) When upon report by the Inspector or the Visitor it appears to the Council— (a) that the courses of study and examination to be undergone or the proficiency required from candidates at any examination held by any University or institution or (b) that the staff, equipment, accommodation training and other facilities for instruction and training provided in such University or institution, Do not conform to the standard prescribed by the Council; the Council shall make a representation to that effect to the Central Govt. 17.(2) After considering such representation, the Central Govt. may send it to the university or institution with an intimation of the period within which the university or institution may submit its explanation to that Govt. 17. (3) On the receipt of the explanation or where no explanation is submitted within the period fixed then, on the expiry of that period, the Central Govt. after making such further inquiry, if any, as it may think fit, may, by notification, direct that an entry shall be made in the Schedule against the said recognized rehabilitation qualification declaring that it shall be the recognized rehabilitation qualification only when granted before a specified date or that the said recognized rehabilitation qualification if granted to students of a specified University or institution shall be recognized rehabilitation qualification only when granted before a specified date, or as the case may be, that the said recognized rehabilitation qualification shall be a recognized rehabilitation qualification in relation

to a specified University or institution only when granted after a specified date. 18. The Council may prescribe the minimum standards of education required for granting recognized rehabilitation qualification by University or institution in India. 19. The Member-Secretary of the Council may, on receipt of an application made by any person in the prescribed manner enter his name in the Register provided that the Member-Secretary is satisfied that such person possesses the recognized rehabilitation qualification. “Provided that the Council shall register vocational instructors and other personnel working in the vocational rehabilitation centres under the Minister of Labour on recommendation of that Ministry and recognise the vocational rehabilitation centres as manpower development centres: Provided further that the Council shall register personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice and Empowerment on recommendation of that Ministry and recognise the national institutes and apex institutions on disability as manpower development centres” 20. Subject to the conditions and restrictions laid down in this Act regarding engagement in the area of rehabilitation of the disabled by persons possessing the recognized rehabilitation qualifications, every person whose name is for the time being borne on the Central Register shall be entitled to practice as a rehabilitation professional in any part of India and to recover in due course of law in respect of such practice any expenses, charges in respect of medicaments or other appliances or any fees to which he may be entitled 21. (1) the Council may prescribe standards of professional conduct and etiquette and a code of ethics for rehabilitation professionals. (2) Regulation made by the Council under subsection (1) may specify which violation thereof shall constitute infamous conduct in any professional respect, that is to say, professional misconduct and such provision shall have effect notwithstanding anything contained in any another law 21. (3) the Council may order that the name of any person shall be removed from the Register where it is satisfied, after giving that person a reasonable opportunity of being heard and after such further inquiry if any, as it may deem fit to make,— 21. (3) (i) that his name has been entered in the Register by error or on account of misrepresentation or suppression of a material fact; (3) (ii) that he has been convicted of any offence or had been guilty of any infamous conduct in any professional respect, or had violated the standards of professional conduct and etiquette or the code of ethics prescribed under subsection (1) which, in the opinion of the Council, renders him unfit to be kept in the Register 21. (4) An order under subsection (3) may direct that any person whose name is ordered to be removed from the Register shall be

ineligible for registration under this Act either permanently for such period of years as may be specified. 22.(1) where the name of any person has been removed from the Register on any ground other than that he is not possessed of the requisite rehabilitation qualifications, he may appeal, in the prescribed manner and subject to such conditions, including conditions as to the payment of a fee; as may be prescribed to the Central Government whose decision thereon shall be final. (2) No appeal under subsection (1) shall be admitted if it is preferred after the expiry of a period of the sixty days from the date of the order under sub-section (3) of section 21: 23. (1) It shall be the duty of the Member-Secretary to keep and maintain the Register in accordance with the provision of this Act and any order made by the Council and from time to time to revise the Register and publish it in the Official Gazette. (2) The Register shall be deemed to be a public document within the meaning of the Indian Evidence Act, 1872 and may be proved by a copy thereof. 24.(1) The Council shall furnish such reports, copies of its minutes, abstracts of its accounts, and other information to the Central Govt. as that Govt. may require. (2) The Central Govt. may publish in such manner as it may think fit, any report, and copy, abstract or other information furnished to it by the Council under this section or under section 16. 26.No suit, prosecution or other legal proceeding shall lie against the Central Govt. Council, Chairperson, members, Member-Secretary or any officer or the other employees of the Council for anything which is in good faith done or intended to be done under this Act. 27. The Chairperson, members, Member Secretary, officers and other employees of the Council shall, while acting or purposing to act in pursuance of the provisions of this Act or of any rule and regulation made there under, be deemed to be public servants within the meaning of section 21 of the Indian Penal Code. 28.The Central Govt. may, by notification, make rules to carry out the purposes of this Act. 29.The Council may, with the previous sanction of the Central Govt., make, by notification, regulations generally to carry out the purposes and functions of this Act, and without prejudice to the generality of the foregoing power, such regulations may provide for— (a) the management of the property of the Council; (b) the maintenance and audit of the accounts of the Council; (c) the resignation of members of the Council; (d) the powers and duties of the Chairperson; (e) the rules of procedure in the transaction of business under subsection (3) of section 4; 29.(f) the function of the Executive Committee and other committees, constituted under section 7; (g) the powers and duties of the Member-Secretary under sub-section (1) of section 8; (h) the qualification appointment, powers and duties of, and procedure to be followed by,

Inspectors and Visitors; (i) the courses and period of study or of training to be undertaken, the subjects of examinations and standards of proficiency therein to be obtained in any University or any institution for grant of recognized rehabilitation qualification; 29.(j) the standard of staff, equipment, accommodation, training and other facilities for study or training of the rehabilitation professional; (k) the conduct of examinations, qualifications of examiners, and the condition of the admission to such examinations; (l) the standard of professional conduct and etiquette and code of ethics to be observed by rehabilitation professionals under subsection (1) of section 21; 29.(m) the particulars to be stated, and proof of qualifications to be given, in application for registration under this Act; (n) the manner in which and the conditions subject to which an appeal may be preferred under sub-section (1) of section 22; (o) the fees to be paid on applications and appeals under this Act; (p) any other matter which is to be , or may be, prescribed. 30. Every rule and every regulation made under this Act 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 or regulation, or both House agree that the rule or regulation should not be made, the rule or regulation 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 or regulation. (<http://www.rehabcouncil.nic.in>)

2.7.3 PWD Act (1995)

PWD Act (1995) The Person with Disabilities (Equal Opportunities, Protection of Right and Full Participation) Act, 1995 Published in part II, Section I of the Extraordinary Gazette of India Ministry of Law, Justice and Company Affairs (Legislative Department) New Delhi, the 1st January, 1996/ Pansa 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:- Chapter I Preliminary Chapter II The Central Coordination Committee Chapter III The State Coordination Committee Chapter IV Prevention And Early Detection Of Disabilities. Chapter V Education Chapter VI Employment Chapter VII Affirmative Action Chapter VIII Non - Discrimination Chapter IX Research And Manpower Development Chapter X Recognition Of Institutions For Persons With Disabilities Chapter XI Institution For Persons With Severe Disabilities Chapter XII The Chief Commissioner And Commissioners For Persons With Disabilities Chapter XIII Social Security Chapter XIV Miscellaneous. (<https://niepmd.tn.nic.in/documents/pwd>)

3.3.2.1 The Rights of Persons with Disabilities (RPWD) Act, 2016

The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non-government and private organisations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services. It has implementing mechanisms like Disability Commissioner's Offices at the Centre and State level, District Committees, Boards and Committees for planning and monitoring the implementation of the Act, Special Courts at District level and so on. It has penalties in case of violation of any provisions of the Act.

The Rights of Persons with Disabilities Bill - 2016 The Lok Sabha today passed "The Rights of Persons with Disabilities Bill - 2016". The Bill will replace the existing PwD Act, 1995, which was enacted 21 years back. The Rajya Sabha has already passed the Bill on 14.12.2016.

The salient features of the Bill are:

2. Disability has been defined based on an evolving and dynamic concept.
3. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below: -

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

The New Act will bring our law in line with the United National Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory. This will fulfill the obligations on the part of India in terms of UNCRD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.(<http://www.dosabilityaffairs.gov.in>)

2.7.4 National Trust Act (1999)

The National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 No 44 of 1999 (30th December 1999) is an act to provide for the constitution of a body at the national level for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities and for matters connected therewith or incidental there to.

An Act to provide for the constitution of a body at the national level for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities and for matters connected therewith or incidental thereto.

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

Chapter 1 - Preliminary

1. This Act may be called the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
2. It extends to the whole of India except the State of Jammu and Kashmir.
2. Definitions.—In this Act, unless the context otherwise requires,— (a) “autism” means a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour; (b) “Board” means Board of trustees constituted under section 3; (c) “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, perinatal or infant period of development; (d) “Chairperson” means the Chairperson of the Board appointed under clause (a) of sub-section (4) of section 3; (e) “Chief Executive Officer” means the Chief Executive Officer appointed under sub-section (1) of section 8; (f) “Member” means a Member of the Board and includes the Chairperson; (g) “mental retardation” means a condition of arrested or incomplete development of mind of a person which is specially characterised by sub-normality of intelligence; (h) “multiple disabilities” means a combination of two or more disabilities as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996); (i) “notification” means a notification published in the Official Gazette; (j) “person with disability” means a person suffering from any of the conditions relating to autism, cerebral

palsy, mental retardation or a combination of any two or more of such conditions and includes a person suffering from severe multiple disability; (k) “prescribed” means prescribed by rules made under this Act; (l) “professional” means a person who is having special expertise in a field which would promote the welfare of persons with disability; (m) “registered organisation” means an association of persons with disability or an association of parents of persons with disability or a voluntary organisation, as the case may be, registered under section 12; (n) “regulations” means the regulations made by the Board under this Act; (o) “severe disability” means disability with eighty per cent. or more of one or more multiple disabilities; 4 (p) “Trust” means the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability constituted under sub-section (1) of section

3. CHAPTER II THE NATIONAL TRUST FOR WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITY 3. Constitution of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability, etc.—(1) With effect from such date as the Central Government may, by notification, appoint, there shall be constituted, for the purposes of this Act, a body by the name of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, which shall be a body corporate by the name aforesaid, having perpetual succession and a common seal, with power, subject to the provisions of this Act, to acquire, hold and dispose of property, both movable and immovable, and to contract, and shall, by the said name, sue or be sued. (2) The general superintendence, direction and management of the affairs and business of the Trust shall vest in a Board which may exercise all powers and do all acts and things which may be exercised or done by the Trust. (3) The head office of the Trust shall be at New Delhi and the Board may, with the previous approval of the Central Government, establish offices at other places in India. (4) The Board shall consist of— (a) a Chairperson to be appointed by the Central Government from amongst the persons having expertise and experience in the field of autism, cerebral palsy, mental retardation and multiple disability; (b) nine persons to be appointed in accordance with such procedure as may be prescribed from amongst the registered organisations out of which three members each shall be from voluntary organisations, association of parents of persons with autism,

cerebral palsy, mental retardation and multiple disability and from association of persons with disability, Members: Provided that initial appointment under this clause shall be made by the Central Government by nomination; (c) eight persons not below the rank of Joint Secretary to the Government of India nominated by that Government to represent the Ministries or Departments of Social Justice and Empowerment, Women and Child Development, Health and Family Welfare, Finance, Labour, Education, Urban Affairs and Employment and Rural Employment and Poverty Alleviation, Members, ex officio; (d) three persons to be nominated by the Board representing the associations of trade, commerce and industry engaged in philanthropic activities, Members; (e) the Chief Executive Officer, who, shall be of the rank of Joint Secretary to the Government of India, Member-Secretary, ex officio. (5) The Board may associate with itself, in such manner and for such purposes as may be determined by regulations, any person whose assistance or advice it may desire for carrying out the objects of the Trust: Provided that such person shall have a right to take part in the discussions relevant to that purpose but shall not have a right to vote at a meeting of the Board and shall not be a member for any other purpose: Provided further that the maximum number of persons so associated shall not exceed eight and so far as possible the person so associated shall belong to the registered organisation or from the professionals. 4. Term of office of Chairperson and Members, meeting of Board, etc.—(1) The Chairperson or a Member shall hold office for a term of three years from the date of his appointment 1 ***: Provided that no person shall hold office as the Chairperson or other Member after he has attained the age of sixty-five years. 1 [(1A) The Central Government shall initiate the process for appointment of the Chairperson or Member, as the case may be, at least six months prior to the expiry of the term of office of such Chairperson or Member.] (2) The conditions of service of the Chairperson and other Members shall be such as may be prescribed. (3) A casual vacancy in the Board shall be filled in accordance with the provisions of section 3 and a person appointed shall hold office only for the remainder of the term for which the member, in whose place he was appointed, would have held that office: 2 [Provided that the Central Government may, in case of a casual vacancy in the office of the Chairperson, by order in writing, direct an officer of appropriate level, to perform the functions of the Chairperson until such vacancy is filled in.] (4) Before appointing any person as the Chairperson

or a Member, the Central Government shall satisfy itself that the person does not and will not, have any such financial or other interest as is likely to affect prejudicially his functions as such Member. (5) No Member of the Board shall be a beneficiary of the Trust during the period such Member holds office. (6) The Board shall meet at least once in three months at such time and place as may be determined by the Board by regulations and shall observe such rules of procedure in the transaction of business at a meeting as may be prescribed. (7) The Chairperson, if for any reason is unable to attend the meeting of the Board, any Member elected by the Members present from amongst themselves at the meeting, shall preside at the meeting. (8) All questions which come up before any meeting of the Board shall be decided by a majority of votes of the Members present and voting, and in the event of an equality of votes, the Chairperson, or in his absence, the person presiding shall have a second or casting vote. 5. Resignation of Chairperson and Members. — (1) The Chairperson may resign his office by writing under his hand addressed to the Central Government: Provided that the Chairperson shall continue in office 3 [until his resignation is accepted by the Central Government]. (2) A Member may resign from office by writing under his hand addressed to the Chairperson. 6. Disqualifications. —No person shall be a Member if he— (a) is, or becomes, of unsound mind or is so declared by a competent court; or (b) is, or has been, convicted of an offence, which in the opinion of the Central Government, involves moral turpitude; or (c) is, or at any time has been, adjudicated as an insolvent. 7. Vacation of office by Members. —If a member— (a) becomes subject to any of the disqualifications mentioned in section 6; or (b) is, without obtaining leave of absence, absent from three consecutive meetings of the Board; or (c) tenders his resignation under section 5, his seat shall thereupon become vacant.

8. Chief Executive Officer and staff of Trust. — (1) The Central Government shall appoint the Chief Executive Officer to exercise such powers and perform such duties under the direction of the Board as may be prescribed or as may be delegated to him by the Chairperson. (2) The Board shall, with the previous approval of the Central Government, appoint such other officers and employees as it considers necessary to carry out the objectives of the Trust. (3) The salary and allowances payable to, and the other terms and conditions of service of, the Chief Executive Officer, other officers and employees of the Trust shall be such as may be

determined by regulations. 9. Vacancies in Board not to invalidate acts, etc.—No act or proceeding of the Board shall be called in question on the grounds merely of the existence of any vacancy in, or any defect in the constitution of, the Board.

CHAPTER III OBJECTS OF THE TRUST 10. Objects of Trust.—The objects of the Trust shall be— (a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong; (b) to strengthen facilities to provide support to persons with disability to live within their own families; (c) to extend support to registered organisations to provide need based services during the period of crisis in the family of persons with disability; (d) to deal with problems of persons with disability who do not have family support; (e) to promote measures for the care and protection of persons with disability in the event of death of their parent or guardian; (f) to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection; (g) to facilitate the realisation of equal opportunities, protection of rights and full participation of persons with disability; and (h) to do any other act which is incidental to the aforesaid objects.

CHAPTER IV POWERS AND DUTIES OF THE BOARD 11. Powers and duties of Board.—(1) The Board shall— (a) receive from the Central Government a one-time contribution of rupees one hundred crores for a corpus, the income whereof shall be utilised to provide for adequate standard of living for persons with disability; (b) receive bequest of movable property from any person for the benefit of the persons with disability in general and for furtherance of the objectives of the Trust in particular: Provided that it shall be obligatory on the part of the Board to make arrangement for adequate standard of living for the beneficiary named in the bequest, if any, and to utilise the property bequeathed for any other purpose for which the bequest has been made: Provided further that the Board shall not be under any obligation to utilise the entire amount mentioned in the bequest for the exclusive benefit of the persons with disability named as beneficiary in the bequest; (c) receive from the Central Government such sums as may be considered necessary in each financial year for providing financial assistance to registered organisations for carrying out any approved programme.

3(2) For the purposes of sub-section (1), the expression “approved programme” means— (a) any programme which promotes independent living in the community for persons with disability by— (i) creating a conducive environment in the community;

(ii) counselling and training of family members of persons with disability; (iii) setting up of adult training units, individual and group homes; (b) any programme which promotes respite care, foster family care or day care service for persons with disability; (c) setting up of residential hostels and residential homes for persons with disability; (d) development of self-help groups of persons with disability to pursue the realisation of their rights; (e) setting up of local level committee to grant approval for guardianship; and (f) such other programmes which promote the objectives of the Trust. (3) While earmarking funds for the purposes of clause (c) of sub-section (2), preference shall be given to women with disability or to persons with severe disability and to senior citizens with disability. Explanation. —For the purposes of this sub-section, the expression, — (a) “persons with severe disability” shall have the same meaning as is assigned to it under sub-section (4) of section 56 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996); (b) “senior citizen” means a person who is above the age of sixty-five years or more.

3 CHAPTER V PROCEDURE FOR REGISTRATION 12. Procedure for registration. — (1) Any association of persons with disability, or any association of parents of persons with disability or a voluntary organisation whose main object is promotion of welfare of persons with disability may make an application for registration to the Board. (2) An application for registration shall be made in such form and manner and at such place as the Board may by regulation provide and shall contain such particulars and accompanied with such documents and such fees as may be provided in the regulations. (3) On receipt of application for registration, the Board may make such enquiries as it thinks fit in respect of genuineness of the application and correctness of any particulars thereon. (4) Upon receipt of such application the Board shall either grant registration to the applicant or reject such application for reasons to be recorded in writing: Provided that where registration has been refused to the applicant, the said applicant may again make an application for registration after removing defects, if any, in its previous application.

4 CHAPTER VI LOCAL LEVEL COMMITTEES 13. Constitution of local level committees.—(1) The Board shall constitute a local level committee for such area as may be specified by it from time to time. (2) A local level committee shall consist of— (a) an officer of the civil service of the Union or of the State, not below the rank of a District Magistrate or a District Commissioner of a district; (b) a representative of a registered organisation; and (c) a person with disability as defined in clause (t) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full

Participation) Act, 1995 (1 of 1996). (3) A local level committee shall continue to work for a period of three years from the date of its constitution or till such time it is reconstituted by the Board. (4) A local level committee shall meet at least once in every three months or at such interval as may be necessary. 14. Appointment for guardianship. — (1) A parent of a person with disability or his relative may make an application to the local level committee for appointment of any person of his choice to act as a guardian of the persons with disability. (2) Any registered organisation may make an application in the prescribed form to the local level committee for appointment of a guardian for a person with disability: Provided that no such application shall be entertained by the local level committee, unless the consent of the guardian of the disabled person is also obtained. (3) While considering the application for appointment of a guardian, the local level committee shall consider— (a) whether the person with disability needs a guardian; (b) the purposes for which the guardianship is required for person with disability. (4) The local level committee shall receive, process and decide applications received under sub-sections (1) and (2), in such manner as may be determined by regulations: Provided that while making recommendation for the appointment of a guardian, the local level committee shall provide for the obligations which are to be fulfilled by the guardian. (5) The local level committee shall send to the Board the particulars of the applications received by it and orders passed thereon at such interval as may be determined by regulations. 15. Duties of guardian. —Every person appointed as a guardian of a person with disability under this Chapter shall, wherever required, either have the care of such person of disability and his property or be responsible for the maintenance of the person with disability.

5 16. Guardian to furnish inventory and annual accounts.—(1) Every person appointed as a guardian under section 14 shall, within a period of six months from the date of his appointment, deliver to the authority which appointed him, an inventory of immovable property belonging to the person with disability and all assets and other movable property received on behalf of the person with disability, together with a statement of all claims due to and all debts and liabilities due by such person with disability. (2) Every guardian shall also furnish to the said appointing authority within a period of three months at the close of every financial year, an account of the property and assets in his charge, the sums received and disbursed on account of the person with disability and the balance remaining with him. 17. Removal of guardian.—(1) Whenever a parent or a relative of a person with disability or a registered organisation finds that

the guardian is— (a) abusing or neglecting a person with disability; or (b) misappropriating or neglecting the property, it may in accordance with the prescribed procedure apply to the committee for the removal of such guardian. (2) Upon receiving such application the committee may, if it is satisfied that there is a ground for removal and for reasons to be recorded in writing, remove such guardian and appoint a new guardian in his place or if such a guardian is not available make such other arrangements as may be necessary for the care and protection of person with disability. (3) Any person removed under sub-section (2) shall be bound to deliver the charge of all property of the person with disability to the new guardian, and to account for all moneys received or disbursed by him. Explanation.—For the purposes of this Chapter, the expression “relative” includes any person related to the person with disability by blood, marriage or adoption. CHAPTER VII ACCOUNTABILITY AND MONITORING 18. Accountability.—(1) The books and documents in the possession of the Board shall be open to inspection by any registered organisation. (2) Any registered organisation can submit a written requisition to the Board for getting a copy of any book or document maintained by the Board. (3) The Board shall frame such regulations as it thinks necessary for allowing the access of any book or document to a registered organisation. 19. Monitoring.—The Board shall determine by regulations the procedure for evaluating the prefunding status of registered organisations seeking financial assistance from it and such regulations may also provide for the guidelines for monitoring and evaluating the activities of the registered organisations who are receiving financial assistance from the Trust. 20. Annual general meeting.—(1) The Board shall in each year hold an annual general meeting of registered organisations, and not more than six months shall elapse between the date of one annual general meeting and that of the next. (2) A notice of the annual general meeting along with a statement of accounts and records of its activities during the preceding year shall be sent by the Board to every registered organisation at such time as may be determined by regulations. (3) The quorum of such meeting shall be such number of persons of the registered organisations as may be determined by regulations.

6 CHAPTER VIII FINANCE, ACCOUNTS AND AUDIT 21. Grants by the Central Government.—The Central Government may, after due appropriation made by Parliament by law in this behalf, make to the Trust a one-time contribution of rupees one hundred crores for a corpus, the income whereof may be utilised to achieve the objects of the Trust under this Act. 22. Fund.—(1) There shall be constituted a Fund to

be called the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Fund and there shall be credited thereto— (a) all moneys received from the Central Government; (b) all moneys received by the Trust by way of grants, gifts, donations, benefactions, bequests or transfers; (c) all moneys received by the Trust in any other manner or from any other source. (2) All moneys belonging to the fund shall be deposited in such banks or invested in such manner as the Board may, subject to the approval of the Central Government, decide. (3) The funds shall be applied towards meeting the administrative and other expenses of the Trust including expenses incurred in the exercise of its powers and performance of duties by the Board in relation to any of its activities under section 10 or for anything relatable thereto. 23. Budget.— The Board shall prepare, in such form and at such time in each financial year as may be prescribed, the budget for the next financial year showing the estimated receipt and expenditure of the Trust and shall forward the same to the Central Government.

24. Accounts and audit.—(1) The Board shall maintain proper accounts and other relevant records and prepare an annual statement of accounts of the Trust including the income and expenditure accounts in such form as the Central Government may prescribe and in accordance with such general direction as may be issued by that Government in consultation with the Comptroller and Auditor-General of India. (2) The accounts of the Trust shall be audited by the Comptroller and Auditor-General of India at such intervals as may be specified by him and any expenditure incurred by him in connection with such audit shall be payable by the Board to the Comptroller and Auditor-General of India. (3) The Comptroller and Auditor-General of India and any other person appointed by him in connection with the audit of the accounts of the Trust shall have the same rights, privileges and authority in connection with such audit as the Comptroller and Auditor-General of India generally has in connection with the audit of the Government accounts and in particular, shall have the right to demand the production of books of account, connected vouchers and other documents and papers and to inspect any of the offices of the Trust. (4) The accounts of the Trust as certified by the Comptroller and Auditor-General of India or any other person appointed by him in this behalf, together with the audit report thereon, shall be forwarded annually to the Central Government, and that Government shall cause the same to be laid before each House of Parliament.

25. Annual report.—The Board shall prepare every year, in such form and within such time as may be prescribed an annual report giving a true and full account of its activities during the previous year and copies thereof shall be forwarded to the Central Government

and that Government shall cause the same to be laid before each House of Parliament.

26. Authentication of orders, etc.—All orders and decisions of the Board and instruments issued in the name of the Trust shall be authenticated by the signature of the Chairperson, the Chief Executive Officer or any other officer authorised by the Chairperson in this behalf. 27. Returns and information.—The Board shall furnish to the Central Government such reports, returns and other information as that Government may require from time to time.

7 CHAPTER IX MISCELLANEOUS 28. Power of Central Government to issue directions.—(1) Without prejudice to the foregoing provisions of this Act, the Board shall, in exercise of its powers or the performance of its duties under this Act, be bound by such directions on questions of policy as the Central Government may give in writing to it from time to time: Provided that the Board shall, as far as practicable, be given an opportunity to express its views before any direction is given under this sub-section. (2) The decision of the Central Government whether a question is one of policy or not shall be final. 29. Power of Central Government to supersede Board.—(1) If the Central Government on the complaint of a registered organisation or otherwise has reason to believe that the Board is unable to perform or has persistently made default in the performance of the duties imposed on it, the Central Government may issue notice to the Board asking why it should not be superseded: Provided that no order superseding the Board shall be made by the Central Government, unless a notice affording reasonable opportunity to the Board has been given in writing that why it should not be superseded. (2) The Central Government after recording reasons in writing and by issuing a notification in the Official Gazette supersede the Board for a period of not more than six months: Provided that on the expiration of the period of supersession, the Central Government may reconstitute the Board, in accordance with section 3. (3) Upon the publication of the notification under sub-section (2),— the date of supersession, vacate their office as such members; (b) all the powers and duties which may, by or under the provisions of this Act, be exercised or performed by or on behalf of the Trust shall, during the period of supersession, be exercised and performed by such person or persons as the Central Government may direct. (4) On the expiration of the period of supersession specified in the notification issued under sub-section (2), the Central Government may— (a) extend the period of supersession for such further period as it may consider necessary so that the total period of supersession does not exceed more than six months; or (b) reconstitute the Board in the manner provided in section 3. 30. Exemption from tax on

income.—Notwithstanding anything contained in the Income-tax Act, 1961 (43 of 1961), or any other law for the time being in force relating to tax on income, profits or gains, the Trust shall not be liable to pay income-tax or any other tax in respect of its income, profits or gains derived.

31. Protection of action taken in good faith.—No suit, prosecution or other legal proceeding shall lie against the Central Government or the Trust or any member of the Board or Chief Executive Officer or any officer or other employee of the Trust or any other person authorised by the Board to perform duties under this Act for any loss or damage caused or likely to be caused by anything which is done in good faith.

Explanation.—For the purposes of this section, the expression “good faith” shall have the same meaning as is assigned to it in the Indian Penal Code (45 of 1860).

32. Chairperson, Members and officers of Trust to be public servants.—All Members, Chief Executive Officer, other officers and employees of the Trust shall be deemed, when acting or purporting to act in pursuance of any of the provisions of this Act, to be public servant within the meaning of section 21 of the Indian Penal Code (45 of 1860).

33. Delegation.—The Board may, by general or special order in writing, delegate to the Chairperson or any member or any officer of the Trust or any other person subject to such conditions and limitations, if any, as may be specified in the order such of its powers under this Act (except the power to make regulations under section 35) as it may deem necessary.

34. Power to make rules.—(1) The Central Government may, by notification in the Official Gazette, 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 procedure in accordance with which the persons representing registered organisation shall be elected under clause (b) of sub-section (4) of section 3; (b) the conditions of service of the Chairperson and Members under sub-section (2) of section 4; (c) the rules of procedure in the transaction of business at meetings of the Board under sub-section (6) of section 4; (d) the powers and duties of the Chief Executive Officer under sub-section (1) of section 8; (e) the form in which an application for guardianship may be made by a registered organisation under sub-section (2) of section 14; (f) the procedure in accordance with which a guardian may be removed under section 17; (g) the form in which, and the time within which, the budget of the Trust shall be forwarded to the Central Government under section 23; (h) the form in which the annual statement of accounts shall be maintained under sub-section (1) of section 24;

(i) the form in which, and the time within which, the annual reports shall be prepared and forwarded under section 25; (j) any other matter which is required to be, or may be, prescribed. 35. Power to make regulations. — (1) The Board may, with the previous approval of the Central Government, by notification in the Official Gazette, make regulations consistent with this Act and rules generally to carry out the purposes of this Act. (2) In particular, and without prejudice to the generality of the foregoing power, such regulations may provide for all or any of the following matters, namely:— (a) the manner and purpose for which a person may be associated under sub-section (5) of section 3; (b) the time and place at which the Board shall meet under sub-section (6) of section 4; (c) the terms and conditions of service of, Chief Executive Officer, other officers and employees of the Trust under sub-section (3) of section 8; (d) the form and manner in which the application shall be made for registration under sub-section (2) of section 12 and the particulars which such application shall contain under that sub-section; (e) the manner in which application for guardianship shall be received, processed and decided by the local level committee under sub-section (4) of section 14; (f) the particulars of applications and orders passed thereon by the local level committee under sub-section (5) of section 14; (g) the procedure for evaluating the pre-funding status of the registered organisations and framing of guidelines for monitoring and evaluating the activities of such registered organisations under section 19; (h) the time within which notice for annual general meeting shall be sent and quorum for such meeting under sub-sections (2) and (3) of section 20; and (i) any other matter which is required to be, or may be, provided by regulations. 36. Rules and regulations to be laid before Parliament.—Every rule and every regulation made under this Act 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 or regulation or both Houses agree that the rule or regulation should not be made, the rule or regulation 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 or regulation. (http://disabilityaffairs.gov.in/upload/uploadfiles/files/National_Trust_act-englsih.pdf)

2.7.5 SSA (2000)

SarvaShikshaAbhiyan(SSA)

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic with the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions.

The Sarva ShikshaAbhiyan (SSA) is being implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SarvaShikshaAbhiyan provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in-service training, academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes.

The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

The programme set out with an objective to provide useful and elementary education for all children in the 6-14 age group and to bridge social, regional and gender gaps with the active participation of community in the management of schools, among others. As per the goals set in 2015 the programme sought to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

Key Features

- Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.

- An expression of political will for universal elementary education across the country.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.

An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Objectives

- To provide useful and elementary education for all children in the 6-14 age group.
- To bridge social, regional and gender gaps with the active participation of community in the management of schools.
- To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
- To inculcate value-based learning that allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.
- To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum

Now we have surveyed three schools to find out the effectiveness of SarvaSikshaAbhiyan upon each school. These are discussed separately.

Name of the Grants received by the school:

- 1) TLM
- 2) Uniform Grant
- 3) Book Grant
- 4) Exercise Copy Grant
- 5) Mid- Day Meal
- 6) Minority Grant

- 1) **TLM Grant:** With the help of this grant teachers make Teaching / Learning Aids with the help of students. As a result, the students can learn their subjects more clearly and a positive relationship is created between teachers and students.
- 2) **Uniform Grant:** This grant is basically for Upper Primary Class. As a result, the poor students can come to school wearing clean dress as all of them are given two sets of dresses.
- 3) **Book Grant:** The Upper Primary class and Class IX and X are benefitted as they receive all the text books of WBBSE totally free of cost.
- 4) **Exercise Grant:** Very recent SSA is giving two exercise books in each subject for Class V-X. But these are not yet sufficient.
- 5) **Mid Day Meal :** Mid-Day Meal is given to every learner up to upper primary level in lunch time. Sometimes the food is cooked at the supervision of the teachers or sometimes it is supplied from Community Kitchen. For that, one teacher has to calculate it regularly and submit the utilization certificate in a specific form at the end of the month.

The girls are given iron tablets once a week. One teacher has to calculate it regularly and submit the utilization certificate in a specific form at the end of the month.

- 6) **Minority Grant:** The SC/ST/Muslim and other minor community students receive this grant regularly. This money is transferred to their account directly.

The allotted money for all these grants directly come to School bank account through NEFT. Each different Utilization Certificate has to be submitted at the end of each month for each different grant. The Audit is made at the end of the year.

2.7.6 RTE (2009) and Amendment (2012)

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

2.7.7 RMSA (2009)

RashtriyaMadhyamikShikshaAbhiyan (RMSA) (translation: *National Mission for Secondary Education*) is a centrally sponsored scheme of the Ministry of Human Resource Development, Govt. of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014. It aims to provide universal education for all children between 15–16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies. The total budget allocated during the XI Five Year Plan (2002-2007) was ¹ 2,012 billion (US\$29 billion).

Objectives

The objectives of RashtriyaMadhyamikShikshaAbhiyan can be summarized as follows:

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.
2. To remove gender, socio-economic and disability barriers.
3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan.
4. Universal retention of students by 2020.

Planning for secondary education

- Since the initiation of the National Policy on Education (NPE), 1986, there have been no major changes in the structure and organization of the secondary and higher secondary school systems under the Ninth Plan period.
- The focus in this plan was on minimizing the various disparities, to renew the curricula giving importance to vocationalisation and employment-oriented courses. It also gives importance to expanding and diversifying the open learning system, teacher training and ICT. Free education and hostel facilities for girls and integrated education for the disabled children was also brought into highlight, etc.

Participation of private sector

- There was an increased participation of the private sector including non-governmental organizations (NGOs). Currently, these private sectors manage around 51% of the secondary schools and 58% of the higher secondary schools.
- Opportunities were provided for those children who were not able to enroll themselves in formal education systems through national and state open schools by utilizing contact-centers and multi-media packages.
- It highly emphasized on the content, process and the quality of education especially the environment education, science, mathematics and computer literacy with the financial help from the central government.
- After the revised NPE policy, 1992, new initiatives like revision of curriculum, resource centres for value education and National Centre for Computer-aided Education etc. have been taken up.
- The appeal lacks in the vocationalisation of education due to the lack of manpower demand and academic restraints etc. Hence, by 2000, only 10% of the students opt for the vocational streams against 25%.

Planning for children with special needs (CWSN)

- With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received an impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc.
- This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children.

Four major heads

- **Quality improvement:**

In school, there was promotion of the science laboratories, environmental education, promotion of Yoga, as well as centrally sponsored schemes of population education project, international mathematics and science Olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

- **Information communication technologies (ICT):**

ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET) which familiarizes the student with Information technology (IT). Due to the rise in IT demand in today's world, a major importance is given on it. Components of a merged scheme ICT in school include a) funding support towards computer education plans; b) strengthening and reorientation of the staffs of SIETS - state institutes of education and training; c) there is digitalization of SIETs audio and video cassettes with the partnership of NGOs; and d) management of internet-based education by SIETs.

1. Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analyzed.
2. Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.
3. Strategizing for the addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
4. Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

- **Integrated education for disabled children (IEDC):**

Inclusive education has been highlighted to bring about expansion in terms of meeting/ catering to the needs of the mentally and physically disadvantaged children. This schemes continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, SarvaShikshaAbhiyan (SSA) for the particular group at the elementary level, and special schools.

Progress

There is a rise in demand for secondary education, but, despite an increase in the number of schools, their geographic distribution is uneven. The gender gap has narrowed. In the Tenth Plan the focus is on quality education at all levels.

Disintegration

In 2018, Rashtriya Madhyamik Shiksha Abhiyan along with Sarva Shiksha Abhiyan was disintegrated to form Samagra Shiksha Abhiyan.

2.7.8 IEDSS (2013)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme now subsumed under RashtriyaMadhyamikShikshaAbhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming under RMSA as RMSA subsumed Scheme.

From analysis of different International and National laws it is observed that 'Right to children's education in the mainstream is appreciated by all the laws in different voice and angle. Among the UN Declarations Universal Declarations of Human Rights (1948), UNESCO'S Declaration of the Rights of the child (1959), UN Convention on the Rights of the child (1989), Jomtien World Declaration on Education for All (1990), The Standard Rules on the 'Equalization on Education of Opportunities for persons with disabilities (1993), , The Salamanca Statement (1994), World Summit for social Development (1995), and Interregional Programme for Disabled people (UNDP, 1995) are prominent and clearly describes the important of special needs children's education in the inclusive education programme . Because according to the United Nations Laws inclusion in society only can be possible if inclusion in education can be successfully launched from the very beginning. On the other hand, exclusion practice in education programme is again responsible for further social exclusion. Other International Laws like Pl: 94-142 (1975), ADA (1990), Rehabilitation Act 504 (1973) etc. Clearly demonstrates that 'Integration is fundamental 'and therefore nobody can be excluded from participation in mainstream education programme.' In this connection the legal based doctrine of Brown V. The Board of Education (1954) can be raised where the philosophy of full inclusion was explained by the supreme court of America. The education of all Handicapped Children Act (Pl: 94-142, 1975) mandates that students with any types of disability be placed in the Least Restrictive Environment (LRE), i.e. The educational environment will be most like that of peer groups without disabilities. PL: 94-142 further mandated that students with disabilities not be removed from the

general education settings unless it is documented that they would not benefit from instruction in these settings with appropriate supports and resources. Other Federal Court cases also declared their views in favour of special needs children's education in mainstream education programme.

In India Sargent Committee Report (1994) clearly states that education for special need population should be essential part of a national system of education and should be administered by the Education Department. Kothari Commission (1966) also state for 'Equalization of Educational Opportunities 'for the handicapped children. In National Policy on Education (1986), 'Education for equality and integrated education for the disabled' was proposed though Acharya Rammurty Committee (MHRD, 1990) observed two significant short comings of NPE (1986). PWD Act (1995) also states for integrated education for students with disabilities in the normal schools. (https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports)

2.8 Let us sum up

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. In this connection all International and national declaration , policies roll of Govt. and non-Govt. institution are very much needed.

In this unit you have learnt that International Declaration: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990), Universal Declaration of Human Rights (1998) , World declaration of Human Right (1990) ,International Conventions: Convention against Discrimination (1960), United Nations Conventions on Rights of a child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012), International Frameworks Salamanca Framework (1994) , National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006), National Acts & Programmes IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013).

National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act. The RCI and the PWD Act are the benchmark for the comprehensive services for the individuals

with disabilities in India. All national legislations are very important for inclusive education. International Legislations for Special Education and International Organizations (UNCRPD,). National Policies (NPE 1992, SSA, RMSA and RUSA). The UNCRPD talks about human family, universal design, equality, women and children with disabilities, right to life, education, health and employment. Government Schemes and Provisions for Persons with Disabilities and also learnt Role of Governmental and non-governmental agencies in general and special education. Not only that you have learnt - Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy.

2.9 Check your progress

1. Discuss about RCI Act 1992
2. Write a short note: SSA, NPE (1986), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013).
3. Write an essay on Salamanca Conference , 1994
4. Discuss about UNCRPD (2006), Incheon Strategy (2012
5. Write a short note on Kothari Commission (1964).

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Unit 3 □ Building Inclusive School

Structure

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural**
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3.1 Introduction

Throughout the world, educators are seeking ways to create schools that promote justice and enhance the learning and performance of all children. They are discovering

that old patterns of segregating students by race, gender, culture, language, and ability model oppression, reduce effective learning, and prevent the development of relationships among diverse children. Innovative and concerned educators are seeking to create inclusive schools where diversity is valued and children of great differences learn together.

Inclusion at its simplest is ‘the state of being included’ but it is a bit more complicated than that. It is used by disability rights activists to promote the idea that all people should be freely and openly accommodated without restrictions or limitations of any kind.

It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

From an ethical point of view, human rights are fundamental to overcoming disabling barriers and promoting inclusion.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers.

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.

Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains

at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.

In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed plans that identify specific accommodations, modifications, and goals for each student
- Coordinated planning and communication between “general” and “special needs” staff
- Integrated service delivery
- Ongoing training and staff development

Inclusive Education speaks for the improvement of schools in all dimensions. The very early recommendations for sending children with disabilities to mainstream schools can be traced back to 1944 in the Sargent Report followed by the setting up of the Kothari Commission in 1964. Thereafter, the Persons with Disabilities Act was enacted in the year 1995 and has been amended recently in 2016 in a very comprehensive and systematic manner giving great importance to the Rights of the Persons with disabilities in India. Section 2 clause (m) of the Rights of Persons with Disabilities Act 2016 defines Inclusive Education as a system of education where the children with and without disabilities can learn together. It doesn't speak about giving a level playing field to these children as that won't be equitable. Rather it advocates for a system of teaching as well as learning that is suitable to cater the learning needs and requirements of different types of students with disabilities.

3.2 Objectives

After going through this unit students will be able to

- Discuss about and Identify barriers to Inclusion- Attitudinal, Systemic and Structural

- Discuss about the Physical, Academic and Social Access
- Learn about the Leadership and Teachers as Change Agents
- Discuss about Assistive Technology
- Brief about Whole School Development

3.3 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

3.3.1 Barriers to Inclusion

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body. While the practice of inclusion places extra demands on students and facility logistics, there are numerous benefits to all students, both disabled and non-disabled.

Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. This has benefits even for those students who would be placed in a traditional classroom, as this increases their engagement in the learning process.

Even gifted and accelerated learners benefit from an environment that stresses responsiveness from all students.¹⁹ Perhaps most importantly, inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds, and needs.

Despite the benefits, there still are many barriers to the implementation of inclusive education.

A UNESCO article, “Inclusive Education,” outlined many of them, including:

- **Attitudes:** Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students’ challenges instead of the shortcomings of the educational system.

The acceptance of children with special needs or intellectual disability is very low in the Indian society. Some parents find it shameful to introduce intellectually disabled

children or suffer from the notion that they are the outcomes of their past sins. Sometimes even if the parents are supportive, other family members of the joint family system in India or neighbors might not willingly accept such a child with open minds and arms. Parents in India often weigh the investment on their child's education with the results that can be reaped and this adds to the reluctance on part of the parents to spend much on the education of intellectually disabled children. Not only from the family system, but these children fall prey to such negative attitudes at schools too. Schools might not want to admit them or even if they do, they hardly make any efforts to mould the curriculum or the school environment in a manner which suits the needs of these children. These lead to higher dropouts and breaks down the morale of the children. Due to lack of awareness or discussion programs to educate children without disabilities regarding ways in which they can help these children to adjust to the mainstream education system or to provide them a sense of belongingness in the schools add to the miseries of the intellectually disabled children. Children with disabilities are often bullied by their peers or kept segregated from all social activities in schools.

Physical Barriers: In some districts, students with physical disabilities are expected to attend schools that are inaccessible to them. In economically-deprived school systems, especially those in rural areas, dilapidated and poorly-cared-for buildings can restrict accessibility. Some of these facilities are not safe or healthy for any students. Many schools don't have the facilities to properly accommodate students with special needs, and local governments lack either the funds or the resolve to provide financial help. Environmental barriers can include doors, passageways, stairs and ramps, and recreational areas. These can create a barrier for some students to simply enter the school building or classroom. Transportation and infrastructure form a major problem in successful implementation of Inclusive Education in India. The schools must bring about infrastructural changes to provide a comfortable and safe environment for children with special needs. Moreover, they must arrange for transportation facilities to provide barrier free access to schools. There has been a lot of concern exhibited by teachers regarding the lack of facilities that are required for inclusive education. In addition to these, availability of disability certificates is also a major physical barrier as only medical boards of district civil hospitals are empowered to issue these. In 2015, according to the figures submitted by MSJE in Lok Sabha around half of the disabled population did not have a disability certificate. Given its importance in getting access to scholarships, aids, government schemes etc., measures should be taken to make these available to more

sections of the population with special needs, especially to the children in order to open the doors of barrier free education for them.

Curriculum: A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that do not recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges.

Teachers: Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons.

Language and communication: Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them. This is obviously a significant barrier to successful learning. Too often, these students face discrimination and low expectations.

Socio-economic factors: Areas that are traditionally poor and those with higher-than-average unemployment rates tend to have schools that reflect that environment, such as run-down facilities, students who are unable to afford basic necessities and other barriers to the learning process. Violence, poor health services, and other social factors make create barriers even for traditional learners, and these challenges make inclusion all but impossible.

Funding: Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly-trained teachers and other staff members, educational materials and general support. Sadly, the lack of resources is pervasive throughout many educational systems. In a country like ours, where a lot of people can barely afford the basic necessities of life, having a child with intellectual disability can only add up to financial burden on the parents. Regular visit to doctors, medication, counseling, support gears such as wheelchairs etc can escalate costs manifold. Also, the parents have this notion that these children have to be supported financially throughout their lifetime and thus they try to save money for the future rather than investing it on their education.

Organization of the Education System: Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the school system's

high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis.

- **Policies as Barriers:** Many policymakers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. There is a lot of ambiguity regarding education of Children with special needs in India. On one hand the Ministry of Social Justice and Empowerment runs separate schools for special children and on the other hand the Ministry of Human Resource Development promotes inclusive education. This creates a lot of confusion in the minds of the people.

This can exclude whole groups of learners from the mainstream educational system, thereby preventing them from enjoying the same opportunities for education and employment afforded to traditional students.

Overcoming the many barriers to inclusive education will require additional funding, but even more importantly, it requires the change of old and outdated attitudes. Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort.

“If a child can't learn the way we teach maybe we should teach the way they learn”-

Ignacio Estrada

Education is a fundamental and inalienable right of each child irrespective of his or her religion, caste, gender, race, language, social or ethnic origin as well as disability. Every child should get an equal opportunity in education and thus inclusive education has become very crucial in this age for breaking down barriers and embracing all marginalized students in the mainstream education system effectively. There should be an increased effort to universalize education irrespective of any disabilities suffered by the child. Children with disabilities should be admitted to regular or mainstream schools and should not be differentiated or alienated from children without disabilities. They should not be segregated and kept confined within the boundaries of special schools and denied equity in the society. These children should also have access to equal opportunities to learn in mainstream schools with other children and be entitled to quality education and facilities.

Inclusive Education speaks for the improvement of schools in all dimensions. The very early recommendations for sending children with disabilities to mainstream schools

can be traced back to 1944 in the Sargent Report followed by the setting up of the Kothari Commission in 1964. Thereafter, the Persons with Disabilities Act was enacted in the year 1995 and has been amended recently in 2016 in a very comprehensive and systematic manner giving great importance to the Rights of the Persons with disabilities in India. Section 2 clause (m) of the Rights of Persons with Disabilities Act 2016 defines Inclusive Education as a system of education where the children with and without disabilities can learn together. It does not speak about giving a level playing field to these children as that won't be equitable. Rather it advocates for a system of teaching as well as learning that is suitable to cater the learning needs and requirements of different types of students with disabilities.

Chapter III of this Act deals with the education of children with disabilities. Section 16 and 17 of the Act lay down certain measures that are very integral to implementation of inclusive education. These are as follows-

- Admission without discrimination
- Recreational activities provide educational and sports facilities
- Provision for reasonable accommodation
- Provision for inclusive environment
- Use of most appropriate languages and modes of communication
- Detect specific learning disabilities and early intervention
- Provision for transportation facilities
- Establishment of adequate number of teacher training institutions
- Training and employing teachers, professionals and staff
- Establishment of resource centers
- Provision for books, learning materials and assistive devices
- Provision for scholarships
- Modifications in curriculum
- Promotion of research

The UN Convention on the Rights of the Persons with Disabilities 2008 also stresses on the human rights of persons with disabilities and places obligations on the states to

promote, protect and ensure these rights and also take measures for their successful implementation and monitoring.

Inclusive Education is also an indispensable part of the SarvaSikshaAbhiyan (SSA). It promotes Universalization of Elementary Education through focusing on Access, Enrollment as well as Retention of all children in the age group of 6-14 years. It has given an impetus to the vision regarding inclusive education of Children with Special needs as it lays emphasis on the fact that without such inclusion, the very objective of Universalization of Elementary Education cannot be fulfilled.

3.3.2 Problems With The Implementation Of Inclusive Education In India

In India, a population of 27 million lives with special needs which form approximately 2.2% of the entire Indian population. Around 4.6 million out of these belong to the age group of 10-19 years and 2 million are in the age group of 0-6 years approximately. According to the Census, only 61% of these children belonging to the age group of 5-19 years have attended some sort of educational institutions. The national Census states that only 11% of children with disabilities belonging to the age group 5-18 years in urban areas and less than 1% in the rural areas were enrolled in special schools' only 7% in rural and 18% in urban areas have completed secondary education. However more children with intellectual disabilities attend mainstream schools in rural areas as compared to urban areas due to lack of special schools and facilities in the rural areas but the question arises that are they being given the due care and facilities that they are entitled to under the system of inclusive education.

Although Inclusive Education is a priority for the Indian Government and there have been legislations, programmes, etc to make it successful, there is still a very big gap between the policies and their implementation. There are several barriers which hinder the effective implementation of Inclusive Education policies in India. Given the nature, diversity, composition, living standards, literacy rates, poverty index of the Indian population, implementation of Inclusive Education in India is shackled by very powerful chains and getting freed from them might take years. But for finding out the effective remedies to these problems, the first step should always be analyzing these problems. On coming across several literatures on this subject, some of the main barriers that have come into my focus are the Attitudinal Barriers, Financial Barriers, Physical Barriers and the Policy barriers.

Lack of trained teachers, infrastructure and negative attitudes faced at schools, lack of inclusive curriculum and atmosphere has a direct relation with the fact that only a negligible amount of children with intellectual disabilities get enrolled to or stay in school. In India educational services for children with special needs are still provided in segregated institutions such as special schools and NGOs and the awareness on inclusive education throughout the country is in its infancy. In fact, special education is given a superior position in our country in the matters of children with intellectual disability but this approach is keeping the larger population of such children deprived of their educational rights. Inclusive education can be the only way to facilitate educational access to all children and make universalization of education a reality. It is necessary to have a change in the society by adopting inclusive education to promote the equity of children with intellectual disabilities and provide them with the educational rights guaranteed to them by the constitution.

Universalization of education is a dream which can be achieved only if there is a harmonious effort from the government as well as the stakeholders of the system of inclusive education. Apart from Government, we also need to understand and analyze this issue from the view points of the schools, parents as well as the children themselves. The idea of inclusive education is a child of the capability approach which strives to make the disadvantaged section of the society capable instead of sympathizing with them throughout their lives. They have their right to live and have access to education. The education which has been referred should be at par with the education which is received by the children without disabilities. In no way the children with disabilities should be in a less competitive or disadvantageous position due to lack of access to mainstream schools.

For successful implementation of inclusive education system in India, the parents, teachers and even the children without disabilities have to be educated about the system and made aware of its benefits. These people play a pivotal role in the implementation process as they interact with the children with disabilities on a regular basis and form their immediate surroundings. We need to understand the difficulties of the implementation process from the viewpoints of all these groups of people to understand the barriers to inclusive education effectively. It is important to understand the real life problems that the parents of the children with disabilities face which makes them choose special schools for their children to mitigate their problems. Similarly it is equally important to analyze the barriers to inclusive education from the point of view of the

teachers and school authorities. They might have certain concerns regarding taking responsibilities of Children with disabilities due to lack of teachers training, inadequate infrastructure, lack of trained staff, the extra care and supervision that these children have to be provided with, negative attitude of peers and parents of children without disabilities, social bias etc. Since schools are those places which play a key role in shaping up a child's future and is one of the main contributors to their wellbeing, it is important to develop awareness, knowledge and a positive thought process in general regarding Inclusive education in the Indian Society.

Lack of awareness remains a problem for the failures in the implementation process but there are factors apart from lack of awareness which are causing a greater trouble in the process of universalizing education system in India. It becomes utmost necessary to analyze the barriers to understand the reason for choosing special schools over the mainstream ones or what are the factors that are keeping the children with intellectual disabilities deprived of their right to inclusive education. For a long time, the children with disabilities have been segregated and kept deprived of their right.

In the present era where right to education is an essential component of right to life, these children should get equal opportunities and rights. Inclusive education is one of those first steps towards lifting the barriers of segregation of the children with disabilities from the mainstream education system.

- **Overcoming Barriers to Access and Success**

With the emergence of the social model of disability, it is increasingly being argued that the greatest barriers to the inclusion of children with disabilities results from inaccessible environments (Gal et al., 2010). Besides, the attitude of teachers, and students, and their level of access and success with the technology use, the level of expertise and training of the teachers regarding the technology use and application; student perception, training and acceptance; and the curriculum adaptation and technology integration in the inclusive classrooms are some of the major challenges and decisive factors in the efficient use of assistive technology in inclusive education (Lang, 2001, Petty, 2012; Reed and Bowser, 2005).

- **Availability and Accessibility of Technology**

The appropriateness in the choice of technology is not governed by how expensive or complicated it is; but, by the optimum use of the technology, which can be ensured if

the choice and design suits the lifestyle, culture and environment of the user, and is made to fit users and not vice versa, enabling students with disabilities to achieve their full potential. With particular emphasis on community-level innovation, community collaboration with disabled persons and researchers needs to be encouraged with timely training and follow-up to ensure the continued appropriateness of the devices for the users. The assistive technology selected should be appropriate to the needs of the situation, to be accessible to the user. Also, the student's specific difficulty areas need to be determined (Praisner, 2003), and their strengths be identified by including them in the selection process, and then the options be narrowed down accordingly in the course of the selection. The acquisition of assistive technology should not be seen as a one-time expenditure since hardware and software may need upgradation. It is therefore necessary to plan and periodically evaluate the cost, access, time period needed for training, and the level of comfort of the student. The specific settings should be examined where the technology will be used, ensuring portability for ease and accessibility. Students should be encouraged and aided in assuming increased independence and responsibility in learning rather than being completely dependent on the aid. Availability may prove another potential barrier to the use of assistive technology, besides it may appear costly for both the schools as well as the students. It is found that assistive technology such as screen readers, voice recognition software and joysticks remain out of reach for many individuals due to cost, lack of information and limited availability. The cost for technology, nevertheless, serves as an investment in helping students to achieve academic independence and success. There should be an effective liaison with agencies or service providers who can help students acquire the technology needed to enhance their learning. During implementation of the technology, it is essential to locate equipment where instruction and learning has to take place, preferably selecting low-tech applications, and the accessibility and integration of the use of technology into lessons should be ensured in a purposeful and meaningful way. The necessary training and technical support should be provided to classroom teachers and support staff, considering the initial fiscal and human resources as an investment and at the same time avoiding reinventing the wheel each year, preferring technology that is already in place whenever possible (Warger, 1998).

● **Attitudinal Barriers and Adaptation to Change**

Attitudinal barriers are perceived to be the basis of all other environmental barriers, and are perhaps the most difficult to change (Pivik et al., 2002; Williams and Algozine,

1977). They are reflected in misconceptions, stereotypes, labeling, fear from the unknown, resistance, misunderstanding the rights and opportunities of individuals; and lead to the further isolation of children with disabilities (Gal et al., 2010; Heyne, 2003; Odom, 2000; Parsarum, 2006). Teachers have an important role in supporting and promoting inclusion and their attitude has proved to be a crucial variable in the success of inclusion schemes (Chow and Winzer, 1992; Gal et al., 2010; Hastings and Graham, 1995; Hastings and Oakford, 2003; Hayes and Gunn, 1988); and it is observed that intentionally or not, but teachers themselves can sometimes prove to be obstacles in implementing assistive technology, when they consider using technology as an easy way out, or if being inflexible when there are difficulties with technology (Beh-Pajooh, 1991; Parasuram, 2006). Students with learning disabilities may resist the change and may not easily rely on assistive technology, while students with emotional disabilities may distance themselves from others, inhibit communication, interfere with activity performance and contribute to a negative self-image (Casey-Black and Knoblock, 1989). Teachers in such challenging situations need to embrace and encourage students to adapt to the change; and also should be open to experimenting, observing, and learning to adopt strategies that may work best with their students. While strategies and supports for access, participation, and progress through technology may exist; the prevalence of 'administrative barriers' like - lack of funding, workload norms, absence or insufficient training staff, lack of adequate transportation, and insufficient funding for coordinated services and individual supports; and the 'programmatic barriers' like - the lack of knowledge and ability to assess and provide appropriate support for every individual's needs, lack of behavioural teaching techniques, and accommodations of equipment and activities suiting children with some types of disabilities, are some deterring factors observed which often hinder in technology integration and effective inclusion of students with disabilities (Jennings, 2007; Voorman et al, 2006).

● **Curriculum Adaptation and Technology Integration**

Access to the general education curriculum involves the placement of students with disabilities in general education classrooms, which requires the adaptation of the curriculum content so that it proves meaningful to every student as an equal participant in the learning process. Assistive and instructional technologies are a part of the larger research-based intervention strategies, that in terms of the accessibility to the general education curriculum, imply the modification of the classroom like equipping students with disabilities with graphic organizers or concept mapping software, or allowing

students who have difficulty writing to respond verbally to a peer rather than producing a written assignment, use of talking text readers, or specific assistive technology communication devices designed for receptive and expressive communication to ease learning and equal participation of all students with differential abilities (Reed and Bowser, 2005; Van, 2007; Warger, 1998). Assistive technology has the potential to augment abilities and bypass or compensate for barriers that disabilities create (Lewis, 1994). As educational reforms include the application of technology to support and expand classroom curricula, assistive technology can provide both routine and customized access to the general curricula for students with disabilities.

- **Training Students and Acknowledging Expectations/Attitudes**

Students need to be supported in learning to use the technology to be able to successfully access it; otherwise the results may prove to be even worse than having no access to the technology at all. The western literature on the use of assistive technology (Katz and Mirenda, 2002; Reed and Bowser, 2005; Scherer, 2004; Stainback and Stainback, 1984) highlights the level of training for the students with disabilities being taken up by colleges and universities through courses in various software programs, provision of technology training in computer labs, or through explicit assistive technology training through a support service office or assistive technology lab. It is therefore, up to the institution, to plan the setting in the implementation of the training, support and guidance as required. The perception and attitude of the students with disabilities regarding the assistive technology is one of the deciding factors in its selection and sustainable usage. And if the process is perceived by them to be too cumbersome and time-consuming, there are chances of considerable resistance from the students (Lyon et al., 2001), which with regular training should be positively modified to aid in efficient learning. An effective orientation to the functioning of the assistive technology; balanced exchange of opinions; discussion of the benefits, expectations and limitations, goals, and inhibitions about using the technology or the specific software should be planned, resolved and executed for a better inclination and motivation for the students. A system for referrals to local agencies or experts, besides the consulting support at schools and colleges, as well as considerable support from parents and educators should be ensured. Sufficient practice with apt applications to relevant tasks like assignments for classes should be planned, besides the necessary evaluation of the students, their environment and the available tools, to determine the appropriate assistive technology to use in any specific setting for the successful incorporation of technology. As far as possible, similar

applications and adaptations of technology should be considered for students at both their school-setting as well as their home, taking the parents of students with disabilities as well as the students themselves as equal partners in the decision making and implementation process.

3.4 Ensuring Physical, Academic and Social Access

The goal of the Inclusive Education at Secondary level is to reduce the gap in the enrolment, retention, completion rates and achievement levels of children with respect to gender and socially advantaged groups. The inclusion of CWSN has to be seen in terms of physical access, academic and social access and quality of access.

3.4.1 Physical Access:

Identification and Mapping of CWSN

As per the census data 2.13 % of the population are differently abled population. UDISE data at present indicate only 1.07% of the students fall under this category. This points towards the under assessment of CWSN. Therefore, intensive identification must be given due importance. The state must give thrust for identification of left out CWSN by involving SMDC and also with the help of NGO working in the district/state. This must include training of the surveyors, enumerators and other government functionaries at different levels. Identification/mapping children with special needs is a part of micro planning and household surveys. A massive survey and household survey should be undertaken with the help of SSA teachers, NGOs, social welfare department, school readiness programme and Medical Assessment camps. To increase the enrolment of CWSN at Secondary school, counselling and Guidance session for the students and parents of class VIII may be organised during awareness programme launched in the state.

Assessment of CWSN

Assessment of all CWSN entering the class IX must be carried out to ascertain the development level of the child, the nature of support services, assistive devices required and the most appropriate form of special training to be given to the child. Thereafter students with certain types of disabilities like MI, MR, Autism, etc. should be assessed periodically. The assessment professional team may include an interdisciplinary expert

team of special educators, clinical psychologists, therapists, doctors and any other professional support based on the students' needs to ensure quality of assessment. Assessment should also be done to identify the educational needs of CWSN. States may also seek the assistance of NGOs in carrying out assessment.

Enrolment of Girls

In order to cover and enrol more CWSN girls and retain them in the Secondary classes, the State Govt. has undertaken major steps through massive social drives in the local community involving the community leaders and the Headmaster playing a leadership role by making parents aware of the provisions in the Scheme with regard to availability of Gender sensitive interventions like availability of transport, helper support, secure environment, disabled friendly separate toilets for Girls, residential facilities ,transport & escort allowance and stipends to girl's students.

Aids and Appliances

Based on assessment, all children requiring assistive devices should be provided with aids and appliances procured in convergence with the Ministry of MSJE, State Welfare Departments, National Institutions, and ALIMCO, voluntary organisations or NGOs.

Removal of Architectural Barriers

With the subsuming of IEDSS under RMSA as its component, the civil component of IEDSS has since been excluded from IEDSS and a comprehensive programme for removal of Architectural barriers has been subsumed with other civil works to promote inclusion of CWSN. Efforts have been made to provide all kinds of disabled friendly facilities in school. An enabling environment must be designed by not only through ramps but accessible classroom, hostels, laboratories, playgrounds and toilets. Norms of MS&J must be followed strictly and accurately. Development of innovative designs for schools to provide an enabling environment for CWSN should also be a part of the programme.

NIOS

Collaboration with NIOS / SOS and NGO (as the case may be) at state level for CWSN to complete secondary education. The provisions for CWSN for open schooling education are -:

- Fee concession to the extent of 50% for CWSN.
- A distance learner is registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme.
- CWSN can appear in one/two subjects at a time as per his/her preparation. Credit is accumulated till a candidate successfully completes the requirement of a course.
- Study-centres are taken as examination centre.
- General and specific relaxations (Disability wise) during examination.

Amanuensis are given as per disability wise

- Flexibility in selecting examination dates.
- Flexibility in choice of subjects.
- There is no age limitation for admission in NOS programmes. NIOS has also developed educational materials for teaching children with special needs in their own homes. The state Co-ordinator at the state level should work as a nodal officer for linking with NIOS for completion of secondary education. The NIOS also provides the programme on Open Basic Education for Universal Elementary Education (UEE), which includes programme for the disabled children.

3.4.2 Quality Access to CWSN

A wide range of approaches, options and strategies may be adopted for the education of children with special needs in secondary education. This includes:-

Support Services

A continuum of core essential support services is required for the access and retention of CWSN. The services should be category specific and should be made available as per the needs of the child. This would include availability and upgrading of aids and assistive devices according to individual needs, technological support in the form of augmentative and alternative communication tools, audio visual, communication board, and computer access. The maximum support services should be provided in the case of disabled student.

Curriculum Adaptation

Curriculum adaptation should be made an important part of all teachers training programmes on inclusive education. For inclusive teaching, it is vital that adaptation of the curriculum is carried out to meet individual needs of children with disabilities.

Teacher Training

Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service training need to be given special attention to building capacity of teachers for addressing the needs of children with disabilities. While NCTE deals with general education courses which have an optional paper on special education, Rehabilitation Council of India (RCI) runs special education courses which focus on specific disabilities. Lack of specialised personnel can only be met if general education courses are reformed and it is ensured that all teachers are able to address diversity in the classrooms. In service training to general teachers for adaptations to teach CWSN should be the main focus area because of the shortage of sufficient special educators in the states. The process for selection of more specialised teachers as approved by PAB should be initiated. Till date, the state may accomplish the task of fulfilling gaps so that sufficient special educators could be positioned. The state could train the teachers under induction programme and refresher programme.

Resource Support

Resource teachers from different disability and Therapists (speech and Physiotherapist) may be deployed at Block/cluster level based on the number of CWSN in the ratio of 1:5. They can be appointed as Key Resource Persons who can work with group of general teachers in Secondary and senior secondary classes. General teachers are there to teach specific subjects. Each Resource Teacher should be specialized in a particular disability such as vision, hearing impairment, learning difficulties, mental retardation etc. These set of resource teachers may be attached to the school with resource room/ resource room established at block level (BRC) and multi-category training should be provided to all these Resource teachers. These resource teachers can operate in an itinerant mode covering all schools in the Block/Cluster where CWSN are enrolled.

Resource teachers must be recruited before the beginning of the academic session to support the general teachers in classroom transaction for teaching CWSN.

Resource Room may include

- Academic Lab
- Low vision Lab
- Sound Proof Room

- Therapeutic Room
- ICT Room and Classroom
- Special Teaching Learning Materials

The following activities can be carried out in a Resource Room:

- Identifying learning needs of children, functional assessment in terms of identifying the strengths and weaknesses, developing teaching plan for an inclusive classroom.
- Use teaching techniques like multi-media, peer teaching, collaborative teaching, team teaching, Use of VAKT, Group/cooperative/collaborative learning, child-to-child learning, Activity based learning
- Development of inclusive TLMs (Tactile, 3D multisensory approaches Induction loop system, AAC etc.)

Academic Access

The curriculum must be inclusive as envisioned in NCF 2005. It should be ensured that the same curriculum for CWSN is followed but with minor adaptations like small changes in learning content, learning friendly environment, appropriate learning approach, adaption in learning aids, flexibility in evaluation etc. It would be important to provide textbooks and curriculum in accessible formats for CWSN.

- Vocational Education-Skill development and vocational education can be imparted to CWSN as per their special ability & need, appropriate infrastructure and availability of Resource Person. Independent living is the ultimate goal of education for children with disabilities.
- Building synergy with special schools, National Institutes and NGOs- Special schools to become resource centres for inclusive education and provide support to IE. The nature of this resource support can cover aspects like tracking of CWSN passing out of elementary classes including drop outs, development of teacher training programme in inclusive schooling, capacity building and empowerment of professional development, vocational training, material and appropriate TLMs, providing support services to CWSN, assessment and identification, educational assessment tools, conducting awareness programmes etc. In this backdrop, concerned NGOs and SMDC may be associated.

- National institutes that work in this field are:
 - National Institute of Occupational Health (NIOH)
 - National Institute for the Mentally Handicapped (NIMH)
 - National Institute for the Visually Handicapped (NIVH)
 - Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH)
 - National Institute for empowerment of Persons with Multiple Disabilities (NIEPMD),
 - All India Institute of Speech and Hearing (AIISH)
 - Collaboration with the Institutes in the states (SCERT, DIET, NIPCCD etc.) may be done for modification of book, Curriculum adaptation, preparation of modules for teacher training, monitoring, translation of books in regional languages.
- Supervision and Monitoring

Every state must develop a mechanism for supervision and monitoring of the implementation of the activities till the grass root level for better co-ordination, as inspection by central and state officials, reporting monthly by District Co-ordinator, monitoring format may be developed at state level and quarterly review meeting at District, State & National Level with field visits to the schools for handholding the schools. SMDC has been associated as per RMSA norms to oversee the aspects of CWSN also.

- Research & Evaluation

Research in states may be done on reasons of drop out at secondary stage, use of ICT, teaching learning methodology, poor enrolment of girls or study the practice of other states which are effectively implementing the scheme. RMSA will encourage research in all areas of education of CWSN including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunity in education.

- Social Access to CWSN

Ensuring social access is a great challenge, Orientation & Sensitization of School Principals, staff Parental Awareness & community mobilisation and peer sensitization. Awareness & sensitization programme should be organized for parents, community

and peer group through awareness camps, Inclusive State Convention, Inclusive Rally, posters on all disabilities with positive messages and celebration of World Disabled day, Louis Braille Day, etc.

3.5 Leadership and Teachers as a change agent

*“In my view, teaching is an intellectual and scientific profession, as well as a moral profession. **That means that schools have to constantly process knowledge about what works and that teachers have to see themselves as scientists who continuously develop their intellectual and investigative effectiveness.**” FULLAN, 2000*

Change agents in education are those who are doing new things in the **education** system and trying to spread those ideas outwards. Principals or teachers who push ahead ideas to the rest of their school and districts are the **change agents** in this situation.

In addition to the need to make moral purpose more explicit, educators need the tools to engage in **change** productively. Moral purpose keeps **teachers** close to the needs of children and youth; **change** agent causes them to develop better strategies for accomplishing their moral goals.

3.5.1 Characteristics of a Change Agent

- A Clear Vision: A “change agent” does not have to be the person in authority, but they do however have to have a clear vision and be able to communicate that clearly with others.
- Patient yet persistent.
- Asks tough questions.
- Knowledgeable and leads by example.
- Strong relationships built on trust.

3.5.2 Teachers Change Lives

- Education. A great teacher makes learning fun, as stimulating, engaging lessons are pivotal to a student’s academic success.

- Inspiration. Have you ever had a teacher who inspired you to work harder or pursue a particular goal?
- Guidance.

A teacher who knows how to inspire and to lead change can effectively prepare students for the many challenges of their future. The following projects demonstrate ways teachers can become agents of change within their schools, initiate and lead change processes in their work, and make a difference in their classroom.

Education can be considered one of the key processes in society, as it impacts on the personal lives of citizens and the social coherence of national societies.

Due to this crucial role, expectations from education are high: to improve educational outcomes; to deal with migration and segregation; to reduce early school leaving; to create continuity in learner pathways; and so on.

For all these societal and political expectations, the answer ultimately lies on the shoulders of teachers, as they have to integrate all these aims into their daily practice.

Many teachers feel this challenge in their daily work. They want to be agents of change for their pupils, helping them to find their place in life and to prepare them for an ever-changing future. This ambition – to influence the life of their pupils – demands continuous and critical reflection on the strategies they use and on the effectiveness of their intervention towards pupils. Such teachers are focused on constant improvement of their teaching strategies and, as such, are agents of change for themselves and for their colleagues. They constantly try to develop their practice, using their expertise and networks to find out-of-the-box solutions.

3.6 Assistive Technology

Assistive technology has widespread acceptance as a support strategy within international, national and state initiatives. In the education context, research recognizes the potential of assistive technology to support access to learning, engagement and achievement for a range of students with diverse learning needs.

Assistive technology in education is any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from

“high tech” technology, such as electronic devices or power wheelchairs, to “low tech” devices such as a pencil grip, supportive seat or a simple switch.

Assistive technology can support teachers to provide teaching and learning that is accessible to all students. Assistive technology supports students with diverse learning needs within an inclusive learning environment by:

- delivering information to students in a way that is more appropriate to their needs
- changing the way a student can interact with the curriculum and their environment
- providing a more appropriate and accessible way for students to demonstrate their knowledge and understanding of the curriculum.

Schools use a range of assistive technologies based on individual learner needs. Options may include:

- **alternative access** for students who have limitations in physical strength, movement and coordination (for example pencil grips, switches, supportive seating)
- **alternative keyboard** for students who find a conventional keyboard challenging (for example keyboard with larger or smaller keys, remote keyboard, onscreen keyboard)
- **alternative mouse** for students who have difficulty using a regular mouse (for example trackball, joystick, smaller mouse)
- **alternative and augmentative communication (AAC)** systems for students with complex communication needs (for example speech generating device, communication app for tablet device)
- **literacy support software** for students where written information is a barrier to their learning and engagement (for example text to speech, speech to text, word prediction)
- **visual supports** to assist students to understand concepts and organize ideas, as alternative ways to deliver information to students with low vision (for example software that magnifies text, graphic organizer, visual timetable).

Assistive technology enables people to live healthy, productive, independent, and dignified lives, and to participate in education, the labour market and civic life. Assistive

technology is an umbrella term covering the systems and services related to the delivery of assistive products and services. Assistive products maintain or improve an individual's functioning and independence, thereby promoting their well-being. Hearing aids, wheelchairs, communication aids, spectacles, prostheses and memory aids are all examples of assistive products. (World Health Organisation, 2016)

The concept of inclusive education has brought with itself the much needed share of equality in approach for the education of the 'disabled' by giving them a levelled field to rightly exhibit their differential abilities, proving themselves capable enough to learn and perform together, at par with their non-disabled peers. And with this shift in approach, there also emerges the need and challenge to tailor the teaching strategies or the means of instructional delivery in the inclusive classrooms, to address the diverse learning needs of all learners in an equitable manner. Acknowledging the capabilities or 'differential abilities' of all learners, the education of children with special needs in inclusive schools becomes more of a shared responsibility between the different stakeholders involved (Ahmad, 2015a; Praisner, 2003); demanding a shift in attitude, availability and accessibility of infrastructure, pedagogy, need-based methods and materials for instructional delivery, assessment and evaluation; and the much evident issue of acceptance and accommodation at all levels in the education system (Ahmad, 2014; 2015b; Stainback and Stainback, 1984). Addressing the individual learning needs of all children, youth and adults, with a specific focus on those vulnerable to marginalization and exclusion; inclusive education as an approach implies all learners, with or without disabilities, to be able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services, which can be possible only in a flexible education system that assimilates the needs of diverse learners and adapts itself to meet these needs, ensuring that all stakeholders in the system are comfortable with diversity and see it as a challenge rather than a problem. Researches on inclusive education, have predominantly focused on the success stories of inclusion in developed countries in North America and the Western Europe, that have made significant progress in inclusive education (Arnsen and Lundahl, 2006; Ferguson, 2008; Gronlund et al., 2010; Kearney and Kane, 2006; Meijer et al., 2007; Norwich, 2008); however, the status of inclusive education in the developing countries in Africa, Asia and the Eastern Europe, typically highlights difficulties in the implementation of inclusive education (Charema, 2007; Chitiyo and Chitiyo, 2007; Singal, 2006). Among the prevalent barriers to the successful

implementation of inclusive education like - limited governmental support, ineffective policies and legislation, inadequate funding, insufficient trained teachers and support staff, political instability, and economic crisis; the ineffective and inefficient use of assistive technologies is seen to be a major obstacle hindering inclusion (Chitiyo, 2007; Ellsworth and Zhang, 2007; Gronlund et al., 2010; Singal, 2008). Students with disabilities are found to be frequently trapped in a vicious cycle of exclusion from education, society and mainstream development programmes due to lack of necessary support and the means for equal participation (Ahmad, 2015a).

Effective technology integration can help provide all learners the ability to access the general education curriculum, offering them multiple means to complete their work with greater ease and independence in performing tasks that they were formerly unable to accomplish, or had great difficulty in accomplishing (Roberts et al., 2008; Van, 2007); thus addressing the 'functional barriers' by increasing, maintaining, or improving their learning outcomes in a diverse world of abilities and expectations.

3.6.1 Use of Assistive Technology in Inclusive Education - Making Room for Diverse Learning Needs

“The real miracle of technology may be the capacity it has to remove previously insurmountable barriers faced by persons with disabilities” (Simon, 1991). Technology has great potential in providing access for all learners, and the ability to access the general education curriculum. Assistive technology is a generic term that includes assistive, adaptive, and rehabilitative devices for individuals with disabilities and includes 'virtually anything that might be used to compensate for lack of certain abilities' (Reed and Bowser, 2005), ranging from low-tech devices like crutches or a special grip for a pen, to more advanced items like hearing aids and glasses, to high-tech devices such as computers with specialized software for helping dyslexics to read (WHO, 2009). Also known as 'technical aids', or 'assistive equipment', including information and communication technologies (ICT), universally designed technologies, educational technologies, emerging and innovative technologies, and accessible technologies; they can be 'any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities, and help them to work around or compensate for a disability' (Goddard, 2004: p.2), in order to participate in the activities of daily life. From a simple device like a magnifying glass, to a complex computerized communication system; depending on their nature of use and application,

assistive technology devices can be used by students with disabilities on their own or with assistance, in and outside the learning setup. Some of the examples of assistive technology devices are - touch control devices, alternative keyboards and mouse, speech-to-text word recognition tools, word prediction programs, word processors, grammar checkers, scanners, compact disc recording (CD-R and CD-RW) drives and spell checkers (Petty, 2012). Approaches in the use of assistive technology in inclusive education focus on using technology to train or rehearse, and to assist and enable learning. A large population of 'at risk' students are seen to need assistance, but since they often don't easily fit into a diagnostic profile, they often lack assistance. Assistive technology serves in bridging this gap by 'assisting' in the practice of educating children in the same classroom, including children with physical, mental and developmental disabilities (Smith et al., 2005); helping them to learn the material in a way that they can understand, by eliminating barriers that had been preventing them from being at the same level as their peers. Offering practical tools for application of the principles of cognitive theory to teaching and learning, assistive technology connects a student's cognitive abilities to an educational opportunity that may not be accessible due to a disability; like a student facing difficulty in decoding text can make use of a text-to-speech screen reader as a 'bridge' between the written text and the ability to process the information aurally and cognitively; while a student who has difficulty sequencing thoughts in text can use graphic outlining software as a bridge to visual processing skills (Hernández, 2003). Hence, with effective integration of assistive technology into the regular classroom, students can have the provision of multiple means to complete their work, with greater independence in performing tasks that they were formerly unable to accomplish or could accomplish with great difficulty; through suitable enhancements or changed methods of interaction with the technology, needed to accomplish such tasks.

Category/ Area of Function	Assistive Technology	Applications Need And Relevance In Classroom Learning
Reading	Electronic books, Book adapted for page turning, Single word scanners, Predictable texts, Tabs, Talking electronic devices/ software, Speech Software	For students having difficulty in reading and understanding written text and in paying attention to the reading assigned.

Category/ Area of Function	Assistive Technology	Applications Need And Relevance In Classroom Learning
Writing	Pen/Pencil grips, Templates, Word processors, Word card/book/wall, software, Spelling/Grammar checker, Adapted papers	For students having problem in writing or composition
Math	Calculators, Talking Clocks, Enlarged Worksheets, Voice Output Measuring Devices, Scientific Calculators	For students having computational problems and confusions, and finding it difficult to perform well in Math lessons
Vision	Eye glasses, Magnifier, Screen Magnification, Screen Reader, Braille Large Print Books, CCTV, Audio Lesson Tapes	For students who have difficulty in seeing or lack complete vision
Hearing	Hearing Aids, Pen and paper, Signaling Devices, Closed Captioning	For students who have difficulty in hearing or are absolute hearing impaired
Computer Access	Word prediction, Alternative Keyboards, Pointing Option, Switches, Voice recognition software	For students finding it difficult to access the computer in its standard form and have difficulty in performing academic tasks
Augmentative/ Alternative Communication	Communication Board, Device with speech synthesis for typing, Eye gaze board/frame, Voice output device	For students having problems in comprehension of language, and lacking the ability to express it, or are unclear in speech and demonstrate delayed expressive language
Learning Disability and Attention Deficit Hyperactivity Disorder (ADHD)	Use of applications/devices depending upon the degree of disability/difficulty, in the area of reading and writing	For Students having problem in language development, reading and writing (Dyslexia), hand-eye

Category/ Area of Function	Assistive Technology	Applications Need And Relevance In Classroom Learning
	(Dyslexia), eyehand coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia), Math (Dyscalculia) and Attention (ADHD) like - Talking electronic devices, Calculators, Electric Organizers, Highlighters, Pencil Grips, Post-its, Computers, Spelling/ Grammar Checker, Electronic Organizers, Recorded materials, Hand held Scanners, Print or picture schedule, Electronic Diaries etc	coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia), Math (Dyscalculia), and ADHD.

The success and applicability of an assistive technology device is measured by its actual usage, ease in accessibility by its users and in their satisfaction in interaction with their environment. It is essential to ensure that the assistive devices are need-based, inexpensive to produce, purchase and maintain, easy to use, and effective, which can be ensured by the direct involvement of the potential users at each stage of designing and development.

Suitability to Users and their Environment

The devices should be compatible with the users' aspirations, emotional needs, and ways of life, and with their culture and local customs; unobtrusive by local standards, and physically comfortable from users' perspectives. It should assure user safety, be useful in a variety of situations (Warger, 1998), and be durable, dependable and reliable especially in rural areas, remote areas and rugged conditions, and compatible with the ground surface and other conditions of a user's physical environment.

Inexpensive and Easy to Purchase

The devices should be low in purchase price. Government and/or NGOs can also support in the provision and purchase of the devices, free of charge or at subsidized rates. The devices should be easy and affordable to assemble or produce and maintain, so that keeping the devices in working order would require minimal resources and can be repaired with the use of locally available materials and technical skills.

Easy-to-Use

The devices should be easily understandable by users with limited exposure to technology, portable (easy to move from one place to another), and easy to operate without prolonged training or complex skills. Depending upon the differential abilities of the learners, and the context and feasibility of the approach, assistive provisions in education can help assist students with disabilities in learning, and a collaborative effort in the use of assistive devices, assistive technology, resource room support and innovative educational strategies to promote and sustain inclusion can support these students to learn at par with their non-disabled peers in inclusive educational settings (Ahmad, 2014).

Disability is seen to have more serious consequences for those students, who struggle with a ‘dually disadvantaged’ life amidst additional handicapping conditions besides ‘disability’, like poverty, thereby having limited access to rehabilitation services and assistive devices. Trapped in a vicious cycle of exclusion from education, society and mainstream development programmes, without appropriate information, assistive devices and support services, such students lack the means for equal participation in education and development (Norwich, 2008). The resulting lack of skills is a barrier to meaningful employment opportunities later in life, further perpetuating the cumulative disadvantages. Assistive technology can help in meeting these ‘disabling’ needs by addressing the ‘functional barriers’ confronted by individuals with disabilities, including the sensory, cognitive, learning and physical disabilities.

Assistive Technology for Students with Mobility Impairments

Students having difficulty with fine motor skills may require larger keyboard while using a computer, an on-screen keyboard or speech recognition programs to coordinate with their learning tasks. The use of a standard keyboard in a computer with access to a

‘mouth- or head-stick’, where the keys can be pressed with the pointing device can help students with mobility impairments; while Track balls, head trackers and touch screens can serve as suitable alternatives to the computer mouse. Software utilities can create ‘sticky keys’ that electronically latch the SHIFT, CONTROL, and other keys to allow sequential keystrokes to input commands that normally require two or more keys to be pressed simultaneously. Students with mobility impairments, using a wheel chair, may have their computer desks adjusted to a comfortable height, to pull up to the computer to work. Keyboard guards can be used by individuals with limited fine motor control, and repositioning the keyboard and monitor may help in enhancing accessibility; like mounting keyboards perpendicular to tables or wheelchair trays at head-height to assist individuals with limited mobility using pointing devices to press keys, and use of disk guides for inserting and removing diskettes. Left-handed and right-handed keyboards available for individuals who need to operate the computer with one hand, have the provision of more efficient key arrangements, than standard keyboards designed for two-handed users. For users with severe mobility impairments, keyboard emulation, including scanning and Morse code input, can be used with special switches that make use of at least one muscle over which the individual has voluntary control like - head, finger, knee, or mouth. In scanning input, lights or cursors scan letters, and symbols are displayed on computer screens or external devices, where hundreds of switches tailor input devices to individual needs. Speech recognition systems allow users to control computers by speaking words and letters, where a particular system is ‘trained’ to recognize specific voices. Abbreviation expansion and word prediction software can also help in reducing input demands for commonly used text and keyboard commands; and on-screen help may assist in efficient access to user guides for individuals who are unable to turn pages in books. Architectural or physical environmental barriers like the absence of ramps, elevators, automatic doors, Braille signage, and telecommunication devices, are also seen to deter and restrict the participation of students with disabilities. Therefore, infrastructural changes and adjustments in the schools and educational institutions (Campbell, 1989), like the availability of ramps; accessibility to classroom, workspace and labs through lifts; washrooms having counters and sinks with adjustable heights etc can be ensured through applicability of universal design for ease in accessibility, and can help address the hidden barriers preventing the equal access and participation of students with mobility impairments in education and social life.

Assistive Technology for Students with Visual Impairment/Blindness

Visually impaired students have difficulty accessing visual material in printed form or on the computer screen, where standard keyboards can aid in accessing Braille input devices, with Braille key labels assisting with the keyboard use. The OBR (Optical Braille Recognition) software can enable users having visual impairment to read Braille documents on a standard A4 scanner, scan the Braille document, analyze the dot pattern, translate the text, and present it on the computer screen. Refreshable Braille displays allow line-by-line translation of screen text into Braille, which can help in detailed editing. The Braille printers provide the 'hard copy' output for the visually impaired users. Scanners with optical character recognition can read printed material; which can then be stored electronically on computers, and be read using speech synthesis, or printed using Braille translation software and Braille printers. Such systems provide independent access to journals, syllabi, and homework assignments for the visually impaired students. Speech output systems can be used to read screen text, while the screen readers or the text-to-speech software like JAWS (Job Access with Speech) can help the user in adjusting the volume, pitch and speed of reading, and in choosing or adjusting to a male or female voice according to their preference. Screen readers including navigation tools allow users to skip from headline to headline, or category to category while reading. Using the synthetic speech, the computer can read text passages, analyse the phonetic structure of words and attempt re-constructing words by putting together a string of synthetic phonemes, ensuring easy understandability of the message by the student. The use of earphones for individuals using speech output systems can reduce and limit the distractions for other individuals present. Audio materials like talking books and audio cassettes of recorded lessons can be used by students with visual impairment. The use of sophisticated audio devices, CD players, cassette players, and recording machines can be used to record lectures, books and other study materials and help students in submitting their assignments in audio formats. The descriptive video service with a narrative verbal description of the visual elements displayed on the screen enables the students to automatically hear the descriptions of all the visual elements, providing the students with visual impairment an opportunity for better socialization and knowledge building (Petty, 2012).

Assistive Technology for Students with Low Vision

Students with low vision may find the standard size of letters on the computer screen or printed documents too small to read, while some may also not be able to distinguish

one color from another. Use of large print key labels, special equipment for the modification of display or printer output, computer-generated symbols, both text and graphics enlarged on the monitor or printer, can prove useful to students with low vision, especially in using standard word processing, electronic mail, spreadsheet, and other software applications. Adjusting the color of the monitor or changing the foreground and background colors, through special software like reversing the screen from black on white to white on black for individuals who are light sensitive, can help improve access and readability. Anti-glare screens can make screens easier to read, while voice output systems can also be used by people with low vision. The printed material can be read by scanners with optical character recognition and stored electronically on computers, where it can be read using speech synthesis or printed in large print. Assistive devices that are suitable for students with low vision may be used to aid in efficient learning like close circuit television, magnifying glasses and hand magnifiers, Braille language, talking calculators and tape recordings (Burgstahler, 1992).

Assistive Technology for Students with Hearing and/or Speech Impairments

Word processing and educational software may help hearing impaired students in developing writing skills. Alternatives to audio output can assist the hearing-impaired computer user, in place of using a standard keyboard and mouse. Advanced speech synthesizers may act as substitute voices, providing a compensatory tool for students who cannot communicate verbally. Students with portable systems can participate in class discussions once adapted computers provide them with intelligible speaking voices. Students with hearing and/or speech impairments can use standard written or on-screen documentation without difficulty, with the development of adequate speech and language patterns using supportive aids like recorded tapes, speech trainers, photo albums, articulation charts, concrete objects and other visual cues, for language learning, speech training, and speech correction. While 'text-telephones' can help in allowing phone conversations to be typed and read rather than be spoken and heard, the 'computerized speech recognition' software allows the computer to change a spoken message into a readable text document that can be easily read by the hearing impaired students.

Assistive Technology for Students with Specific Learning Disabilities

For students having Specific Learning Disabilities, educational software can help in skill building, by offering multisensory experiences, positive reinforcement, individualized instruction, and repetition. Students having difficulty processing written

information can complete writing assignments and tutorial lessons with the aid of computers, like the standard word processor may prove a valuable tool for students with Dysgraphia, an inability to write legibly. Quiet work areas and ear protectors may make computer input easier for students who are hypersensitive to background noise and get easily distracted. Adaptive devices like large print displays, alternative colors on the computer screen, and voice output can help in compensating reading problems. 'Electronic Math Sheets' help in the organization, alignment and working of the Math problems on a computer screen, where the numbers appearing can be read aloud through the speech synthesizer, helping students facing difficulty in aligning Math problems using pencil and a paper. Software like 'Abbreviation expanders' can prove helpful with word processing to create, store, and re-use abbreviations for frequently used words or phrases, to ensure proper spellings for students who have difficulty in writing. The Paper-based Pen technology (Liao et al., n.d.), can record and link audio to what the student writes using the pen and the special paper, enabling note-taking while recording the teacher's lecture simultaneously, which the student can also listen to later by touching the pen to the corresponding handwriting or diagrams. This technology proves useful for students struggling with listening, writing, memory and reading skills. Students having difficulty interpreting visual material can improve comprehension and the ability to identify and correct errors when words are spoken or printed in large fonts. Computer documentation in electronic forms may be used with enlarged character and voice synthesis devices to ensure better accessibility to those with reading difficulties. Assistive technology has a major role in remediating and compensating the performance deficits experienced by students, enhancing the students' performance; and ensuring effective evaluation as an accommodation during testing, offering adequate solutions when an extended evaluation is needed. Effective technology integration in education can therefore help in addressing the functional barriers experienced by students with disabilities, providing them with equitable learning opportunities and a leveled field to rightly exhibit their differential abilities, through provision of necessary support and an equally accessible learning environment to all.

Accessibility is a celebration of diversity, and a crucial factor in ensuring students' participation in the learning process. Access to information, awareness, mainstream education curriculum, learning materials, assistive devices and the necessary support services can help students with disabilities in learning at par with their non-disabled peers in the common classroom, breaking down all barriers which prevent them from

having equal access to quality education. Researches confirm the positive outcomes of inclusion in education, which is found to promote effectiveness in educational practice, delivering positive educational outcomes for children with disabilities in inclusive settings (Katz and Mirenda, 2002). Regular schools with an inclusive orientation are found to be most effective in combating discriminatory attitudes, building an inclusive society and achieving education for all (UNESCO, 1994). Assistive technology should not be viewed by educators within a 'rehabilitative' or 'remediative' context, but as a tool for accessing curriculum, and exploring out means to help students achieve positive outcomes (Warger, 1998). For the proper and optimum use of assistive devices, it is essential to ensure need-based assessment - considering the applicability of the technology and its effectiveness; a sound development plan - ensuring student centered goals and proper identification in the plan of the devices needed; successful implementation - through action oriented approach to check the feasibility and effectiveness of the technology, with effective monitoring and periodic review. There is a distinct need for researchers, practitioners, and other stakeholders in the system to identify ways to encourage the development of tools and strategies for technology integration, and strive to work together on issues surrounding the use of technology, for effective inclusion of students with disabilities within the general education environment, ensuring that they are entitled to the same high standards and effective instruction that is available to the non-disabled students. It is essential to focus and build on the strengths and capabilities of the students, with the necessary support and assistance, to give more room to their abilities in order to address their disabilities.

3.6.2 Examples of Assistive Technology in the Classroom

Assistive technology is designed to help students who have learning problem. Whether students have physical impairments, dyslexia or cognitive problems, assistive technology can help them to function within the classroom. These tools include any type of equipment or device that helps students to compensate for their learning problem. While they are unable to eliminate learning problems entirely, they can help students to capitalize on their strengths and minimize their weaknesses.

Among the most innovative technologies available today, the following five are the most popular.

1. Electronic Worksheets

Students with learning disabilities like dyslexia can use electronic worksheets to complete their assignments. These worksheets help students to line up words, equations and numbers on their assignments. On some of the worksheets, text-to-speech or speech synthesizing technology is even available.

2. Phonetic Spelling Software

For many children with learning disabilities, reading and writing can be a challenge. Phonetic spelling software is designed to automatically convert the student's typing into the word that they intended to write. For alternative reading options, students can always check out audiobooks. With the audiobook, students can follow along in their text and overcome reading difficulties.

3. Talking Calculators

Students who have dyscalculia can benefit greatly from a talking calculator. The gadget makes it easier to check assignments, read numbers and perform calculations. While the talking calculator is a fairly simple tool, it offers an exceptional benefit for students who would otherwise struggle in math classes. Other than talking calculators, students can also check out text-to-voice devices. They function on the same concept of converting written words into an audible track. Students can use these devices to check their spelling or to improve their reading comprehension skills.

4. Variable Speed Recorders

Everyone has a different learning style, and many students struggle with understanding auditory lectures. For these students, a variable speed recorder is an ideal solution. In essence, the student just has to hit record while they are in class. Afterward, the recording can be slowed down or sped up for the student to listen to it again and again. If the pitch of the recording is hard to understand, students can modify the pitch up or down to make their lectures more accessible.

5. Videotaped Social Skills

Autistic children and other children with learning disabilities may struggle to figure out normal social interactions. In the past, the most common way to learn social interactions was to practice them. Unfortunately, many children inadvertently behaved inappropriately as they tried to learn what defined "normal" social interactions. With

videotaped social interactions, students can learn important life skills and social behavior without accidentally offending someone. In addition to interpersonal skills, these videos can work for self-help, linguistic, academic and emotional problems as well.

Unfairly stigmatized in popular culture, it is now possible to use technology to overcome many learning disabilities. From offering students ways to slow down the lecture to providing talking calculators, these technological devices are able to meet the student's unique needs. With help, students can become the competent, exceptional individuals that they already have the potential to be.

3.7 Whole School Development

Policies to reduce early school leaving should be embedded in an overall inclusive learner-centred vision of education, in which high quality education is accessible to all. In such a vision, schools have a crucial role to play to ensure that all learners reach their full potential for growth irrespective of individual and family-related factors, socio-economic status and life experiences. Schools should be safe, welcoming and caring learning environments, striving for learners' engagement, in which children and young people can grow and develop as individuals and members of the community, feel respected and valued and recognised in their specific talents and needs. Because of the multi-faceted nature of the issue, schools cannot address early school leaving and educational disadvantage alone. Different stakeholders and services, inside and outside the school, need to collaborate and integrate efforts. The school is the logical site to initiate community collaboration. This calls for a whole-school approach. Developing a whole school approach to reducing early school leaving means that the objective of eliminating drop-out and encouraging school success for all should be promoted consistently and systematically across all those dimensions of school life which may have an impact on educational achievement. In a whole school approach, all members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families) feel responsible and play an active role in tackling educational disadvantage and preventing drop-out. A whole school approach also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, business, unions, volunteers, etc.) and the community at large, to deal with issues, which schools do not

(and cannot) have the relevant expertise for. The concept of a whole school approach allows for the entire system of actors and their inter-relationships in and around schools to be considered, acknowledging that each stakeholder has a part to play in supporting the learners' educational journey and nurturing their learning experience. Competent and effective school leadership and governance are necessary to promote a positive and collaborative culture and ethos, which involves all school actors and to establish strong bonds with the community around the school. The following aspects are essential.

Greater flexibility/autonomy to schools

The complexity of early school leaving requires more flexible and innovative approaches. More flexibility should be granted to schools with regards to school governance arrangements, teaching practices and curriculum implementation (with enhanced scope for experimental approaches to school drop-out) for example. Enhanced school autonomy, coupled with strong accountability enables schools to identify the most appropriate solutions to complex situations and to best provide for the specific needs of the school community.

Selection, support and training for school heads

School heads have a crucial role to play to develop and implement 'whole school approaches', in particular by adopting a more distributed leadership style and by creating space and time for cooperation. They need leaders with a clear vision, sense of organisation, capacity to take on new responsibilities, share authority and power, involve and promote dialogue between all school actors and with other stakeholders around a set of shared goals and responsibilities.

Distributed leadership

Implementing a distributed leadership model in school with an objective that is focused on improved learning requires developing a reflective practice and sharing tasks and responsibilities across the entire school community. School heads should be in a position to encourage teachers to take on leading roles in a particular area of expertise, assume responsibility and take initiatives as individuals or groups; they should promote teamwork, multi-disciplinarily and professional collaboration among teaching and non-teaching staff, other stakeholders, professionals and services. Adopting a distributed leadership model also requires enhancing learners' and families' participation in school life and in formal and informal decision-making processes.

Whole School Improvement Processes

A whole school approach aims to raise quality and standards across the entire school. For this approach to be effective, schools need to identify and address the needs of the school community and engage in continuous, cyclical processes for improvement. Schools that actively use school planning and school (self) evaluation will be in a stronger position to eradicate early school leaving.

External monitoring and assessment mechanisms

Based on quantitative and qualitative measures that reflect the diversity of activities for which schools are responsible, and the different starting point/contexts in which schools operate (e.g. trying to measure the school's 'added value'), quality assurance mechanisms can play an advisory and supportive role to schools in implementing their early school leaving strategies. Qualitative indicators, in particular, can help schools reflect on measures that are in place or that can be developed to address early school leaving. Quality assurance mechanisms seem to be most effective when both their 'summative' function (related to accountability, control and compliance check) and their 'formative' function (related to improvement and development) are complementary and mutually reinforcing.

Networking between schools

Cooperation and networking between schools of different types and levels which are located in the same catchment area can facilitate exchange of practices, and help make the crucial transitions from early childhood education and care to primary schools, and from primary to secondary education easier for learners and their families. Local authorities may have a key role to play in promoting this cooperation.

3.8 Lets Sum Up

- Inclusion is an educational practice whereby students with special needs are fully integrated into the general education classrooms at a school. You may have heard the term "mainstreaming", which is defined by a special needs child who visits the general class for certain subjects, but is not fully integrated. That is the main difference between inclusion and mainstreaming.
- Inclusion philosophy rests on the idea that every individual, regardless of his/her disabilities, has the right to be incorporated fully into the fabric of society. Research

conducted in inclusive classrooms show benefits to both traditional and special needs students.

- Linda A. Heyne, professor at Ithaca College, wrote an article outlining the four most common barriers to an inclusive environment.

Attitudes – In a school system where there isn't a lot of understanding and knowledge regarding Down syndrome, teachers may fear and resist change.

Administration – Similar to the reason above, if administrators don't understand the philosophy of inclusion or the capabilities of children with Down syndrome, it may be difficult to get the structure and procedure in place for an inclusive classroom.

Architectural issues – Does the school have handicap access in the whole school? What about other features like elevators or braille? Many schools have one area that is handicap accessible but the whole school is not designed for someone with disabilities.

Programs – General curriculum activities and projects may be suitable (or easily changed) for students with disabilities.

- With the emergence of the social model of disability, it is increasingly being argued that the greatest barriers to the inclusion of children with disabilities results from inaccessible environments (Gal et al., 2010). Besides, the attitude of teachers, and students, and their level of access and success with the technology use, the level of expertise and training of the teachers regarding the technology use and application; student perception, training and acceptance; and the curriculum adaptation and technology integration in the inclusive classrooms are some of the major challenges and decisive factors in the efficient use of assistive technology in inclusive education (Lang, 2001, Petty, 2012; Reed and Bowser, 2005).

Overcoming strategies

- Removing barriers and bringing all children Barriers of Inclusive Education for Children with Intellectual Disability together in school irrespective of their physical and mental abilities, or social and economic status, and securing their participation in learning activities leads to the initiation of the process of inclusive education.

A. Overcoming Barriers Related to Skills

- Teachers must have the support they need to educate all children in their classes. This support may be needed in the form of extra planning time, educational

assistants, specific training in teaching methods or learning styles or even environmental aids, such as appropriate desks and other physical materials for students. · All students can benefit from a variety of learning styles and teaching methods being utilized in the classroom. Additional supports and paraprofessionals can free a teacher for more hands-on teaching time, which can benefit all students. · Studies on “Efficacy of mainstream teacher’s sensitization training on inclusive education under SSA” done by Nanda and Nanda (2007) suggest that sensitization training helps in capacity building of mainstream teachers and education officers at least in respect of knowledge about disability and attitude.

B. Overcoming Physical Barriers

· Removing barriers and bringing all children together in school irrespective of their physical and mental abilities, or social and economic status, and securing their participation in learning activities leads to the initiation of the process of inclusive education. Once walls within schools are broken, schools move out of their boundaries, end isolation and reach out to the communities. The distance between formal schools, non-formal schools, special schools and open schools will be eliminated (Jha, 2002). · Ensure all activity venues are accessible and do not present barriers to inclusion. · Environmental supports such as wheelchair ramps, adapted bathrooms and various classroom arrangements can benefit students with disabilities and their typically developing peers, as well as community members who need to access the school for parent teacher association meetings or other events.

C. Overcoming Attitudinal Barriers:

- As attitudes are based on beliefs, they can be changed when presented with new information such as inclusion success stories of children with disability · While attitudes which are deep-rooted in cultural assumptions are probably the most difficult aspect of change, they have influence across the board, ranging from community, to school, to government. This suggests that attitudinal change should be considered an integral part of any inclusive education programme or plan, ranging from DPOs raising awareness at grass-roots level (including for parents), to teacher education (including sensitizing teachers to listen to the children’s perspectives (Mukhopadhyay), to administrative capacity-building, to policy-making. · Natarajan (2001) envisioned that inclusion will actually be the reason and precursor to many changes in the education system. Schools, in

a variety of ways, can achieve goals of equity and social justice for all students, and especially for students with varying competencies. Achievement of these goals will depend on factors such as characteristics and needs of students, the nature of the community within which the school operates, and the extent of goodwill school staff have in supporting the students. Promoting positive attitudes and respect for difference is a prerequisite for policy development and implementation of inclusive education in school and community. · Self-criticism and analysis is an important part of the attitudinal change process however, and could be very difficult to instigate in many stakeholders, depending on their personality. The fears can be alleviated through education of parents and students and support for classroom teachers from special education staff. · Placing a group home with 3 or 4 residents in a suburb, gives the neighbours, others at the shops etc. an opportunity to become familiar with this group. However they have a greater opportunity to participate in the normal activities of the living community. · Use positive discrimination (if there is a waiting list to join a group, prioritize the admission of under-represented groups). · Inclusion can also bring together general education and special education teachers to work cooperatively, possibly coming up with strategies that can benefit all students and maximize the effectiveness of classroom instruction for everyone involved.

- D. Overcoming Curricular Barriers: · According to Mittler (2000), “Inclusion implies a radical reform in terms of curriculum, assessment, pedagogy, and grouping of people”. He notes the challenge of this change in citing Ainscow (2001), “Inclusive education is concerned with overcoming barriers to participation that may be experienced by any pupils...It is a never ending process dependent on continuous pedagogical and organizational development within the mainstream.” · As Jha (2002) notes, “While some policy adjustments may facilitate the process, it has been argued that schools need not wait. They can develop an inclusion plan and inclusive pedagogy that would benefit all children and the school system on the whole”. Schools need to take leadership in the move to inclusion. · All students can benefit from a variety of learning styles and teaching methods being utilized in the classroom. Additional supports and paraprofessionals can free a teacher for more hands-on teaching time, which can benefit all students.

3.9 Unit end exercises

1. Briefly discuss about the attitudinal barriers in inclusive education?
2. What are the steps in setting up of Inclusive School?

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Unit 4 □ Building Inclusive Learning Environment

Structure

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4.3.2 Creating A Reinforcing Classroom Environment

4.3.3 Using Selective Ignoring

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4.9 Check Your Progress

4.10 References

4.1 Introduction

“Inclusive means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) for finding and teaching ALL children.” - UNESCO tool Kit

Inclusive teaching and learning refers to modes of teaching and learning that are designed to actively engage, include, and challenge all students. The practice of inclusive teaching can also help instructors broaden and expand their understanding of their own disciplines and of what they hope to accomplish in teaching and in research. Inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging. In an inclusive education environment, all children, regardless of ability or disability, learn together in the same, age-appropriate, classroom. It is based on the understanding that all children and families are valued equally and deserve access to the same opportunities. Studies have shown the benefits that inclusive classrooms offer for children with disabilities and their peers. Instead of pulling children out of the classroom to offer them specialized instruction, in an inclusive classroom special education teachers come into the classroom. This allows for general education teachers and specialists to work together in the same learning environment, benefiting all students, who are offered additional resources and support. This support often results in greater academic gains for students with disabilities as well as students without disabilities.

Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human

rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (Kozleski et al., 2011; Loreman et al., 2011; Mitchell, 2005; Slee, 2011; Smith, 2010; Topping, 2012).

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In an inclusive education system the aim is not to "fix" the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals.

One of the critical components of successful inclusion is the use of concrete instructional strategies in classrooms and adequate professional development in the area. Without specific strategies and methodologies, it is very difficult for teachers to embrace inclusion as a concept that can be realistically implemented in schools.

4.2 Objectives

After going through this unit students will be able to

- Discuss about Classroom Management
- Discuss about Effective Communication
- Discuss about Promoting Positive Behaviour
- Discuss about Reflective Teaching
- Discuss about Peer mediated instruction: Peer tutoring, Co-operative learning

4.3 Classroom Management

Classrooms in the 21st century have by law become inclusive, typically comprised of general education and special needs students. Included students are those who present

with mild to moderate learning and behavioral challenges. They add another layer of complexity to classroom management, requiring teachers to be highly structured, consistent and reinforcing. Teacher fidelity to behavioral expectations that have been established for the classroom is essential. Classroom management strategies discussed include changing the teacher approval to disapproval ratio, using selective ignoring, focusing on structure and routine, increasing student locus of control, de-escalating student aggression and hostility, and limiting the use of punishment. Hands-on strategies are highlighted.

Classrooms in the 21st century have by law become inclusive, typically comprised of general education and special needs students. Included students are those who present with mild to moderate learning and behavioural challenges. They add another layer of complexity to classroom management, requiring teachers to be highly structured, consistent and reinforcing. Teacher fidelity to behavioural expectations that have been established for the classroom is essential. Classroom management strategies discussed include changing the teacher approval to disapproval ratio, using selective ignoring, focusing on structure and routine, increasing student locus of control, deescalating student aggression and hostility, and limiting the use of punishment.

Every teacher regardless of where they teach, what they teach, or who they teach, needs to be effective. Nothing less will do, especially in this era of increased accountability. Teachers must demonstrate depth of knowledge in the content area or areas that they will be expected to teach. After all, isn't this assessed by taking and passing standardized examinations for grade and subject matter that serve as requirements for teacher certification? While a given teacher could score highly on a certification examination that tests content knowledge, without a solid grounding in classroom management strategies, the teacher's knowledge cannot be communicated effectively to students who are off-task and engaged in disruptive behaviours. The common denominator that is most closely linked with effective teaching beyond academic content preparation is strong classroom management (Lemov, 2010).

Most classrooms of today are inclusion classrooms which have a blend of students with special needs and general education students. The students with special needs in inclusive classrooms often present with mild to moderate learning and/or behavioural challenges. For students who might be identified as having learning disabilities, 45% of the time they also have an attention deficit and struggle with organization and executive function (DuPaul, Gormley, & Laracy, 2013).

Creating a learning environment for inclusive classrooms that is well managed with clear structures and routines is of the utmost importance for student success (Wong & Wong, 2014). While tomes have been written on classroom management, the strategies presented are often tied to creating points systems, requiring too much additional effort on the part of teachers to implement and maintain over time. Typically if we can get teachers to adopt such a strategy, they soon realize that the use of “points systems” requires a tremendous “bookkeeping effort”. Further, the need to vary reinforcers and fund the purchase of these reinforcers presents additional challenges. Over time, teacher use of points systems will begin to wane because these systems can be burdensome and costly. Once the management system begins to appear inconsistent, the students receive a clear message that violating classroom rules and norms may not be met with consequences with any consistency. This absence of consistency functions as a “disinhibition effect” and may contribute to students engaging in more inappropriate behaviour over time to test the limits. For teachers, effective classroom management and the consistency that is required are rooted in the statement “say what you mean and mean what you say!”. According to Wong and Wong (2014), consistency is an important key to success.

4.3.1 Characteristics of and Inclusive Classroom

The inclusive classroom has the following characteristic

- The inclusive classroom is an environment where a lot of students are doing different learning activities at the same time based on their IEP with people helping them. 2studentmust move from one environment to another.
- Learning takes place in small groups in the inclusive classroom with the learners helping and supporting each other
- In the inclusive classroom the student is the centre of activities. The student are involved in making the rule of conduct and behaviour and are expected to follow these rules in order to meet contracted expectations for curriculum.

4.3.2Creating a Reinforcing Classroom Environment

Creating a climate conducive to students complying with behavioural expectations, volunteering answers or taking on more challenging assignments is closely tied to the “emotional temperature” of the classroom. Students need to know that if they take a

risk and respond to a challenging question or assignment, they will be “safe” from criticism. “School must be a safe and protected environment, where a student can come and learn without fear” (Wong & Wong, 2014: p. 11). A classroom where the “emotional temperature” is warm and congenial is a classroom where students will be more willing to take on academic and/or behavioural challenges—more willing to venture a bit outside their comfort zone. How do we create this safe and emotionally warm environment? The answer is closely linked to the ratio of teacher approvals to disapprovals that occur throughout the day. In classrooms where teachers are high approval (very reinforcing), they recognize appropriate behaviour and acknowledge such acts verbally with a high degree of frequency. Research on the ratio of approvals to disapprovals emitted by teachers in a variety of classroom settings indicates that most classrooms are high disapproval (very punitive) (Polirstok & Greer, 1977). High disapproval teacher behaviour over time can often serve to maintain high levels of inappropriate behaviour. On its face, this statement seems odd because being admonished should serve to lessen the frequency of inappropriate behaviour. However, if students are accustomed to receiving negative feedback almost exclusively, providing such attention, serves to not only maintain the existing inappropriate behaviour but may actually contribute to an increase (Scott, Anderson, & Alter, 2012).

By issuing disapproval immediately following an undesirable behaviour, the disapproval can function not as an intended inhibitor of the problematic behaviour, but inadvertently as a reinforcer. For students whose reinforcement history outside of school has typically been negative, they are likely to seek negative attention from their teachers. Unwittingly teachers often find themselves caught in a “cycle of mutually aversive behaviour”, the more the teacher tries to limit inappropriate behaviour through the use of disapproval or punishment, the more the behaviour surges or asserts itself. This cycle of interaction could be thought of as a “dance of anger”, which can continue to escalate over time. Such a cycle of interaction could create an environment where teachers and students may well engage in confrontational behaviours which can readily escalate into serious behavioural incidents. Class-rooms where the emotional temperature is hostile can be characterized by this “dance of anger” and teachers who are caught in such cycles leave at the end of each day emotionally drained. According to Scheuermann and Hall (2012), “changing inappropriate student behaviour requires changing the teacher’s behaviour”(p. 21). In classrooms where the teachers are high approval, the students acknowledge that approval by increased smiles, hand rising, sustained eye

contact, and/or increased on task time. Similar to the disapproval cycle discussed previously, a different cycle of interaction develops. This cycle is characterized by “mutually pleasing interactions”, and these classrooms are places where teachers and students leave at the end of the day feeling very positive. If the cycles of interaction are mutually pleasing, we see classrooms that are very warm emotionally and students who are willing to take risks and try things that might be difficult because they believe that the teacher will not provide comments that would be personally embarrassing, negative or hostile. Conversely, if the “cycles of interaction are mutually aversive”, then the emotional temperature in the classroom would be highly negative and students would be less willing to engage in anything that would be pro-academic or behaviourally appropriate. What we learn from these cycles is that approval and disapproval are reciprocal; approval begets more approval and disapproval begets more disapproval. Cycles of interaction that are either mutually pleasing or mutually aversive can develop (Polirstok & Greer, 1977; Polirstok & Gottlieb, 2006). Given this understanding of approval and disapproval, the key to maintaining an emotionally warm environment is to keep disapproval comments to students to a minimum. In order to accomplish such a task, a technique known as “selective ignoring” needs to be utilized.

4.3.3 Using Selective Ignoring

Using Selective Ignoring Selective ignoring may be one of the most difficult techniques to learn. Short of students being engaged in behaviours that would be “harmful to self” or “harmful to others”, the teacher always has a choice as to how to respond to inappropriate behaviour. Through the teacher’s lens, the key question is whether the glass is half full or half empty? “Using planned ignoring is a consequence strategy to reduce minor misbehaviours in an invaluable part of a teacher’s repertoire” (Scott, Anderson, & Alter, 2012: p. 239). It’s all about the teacher’s perspective and the end goal in mind. Here are some choices the teacher might make:

- Should the teacher provide disapproval comments about the problematic behaviour?
- Should the teacher ignore the inappropriate behaviour?
- Should the teacher ignore the inappropriate behaviour? “Catch other students being good?” and
- Provide approval for their appropriate behaviours?

If you selected the last choice, you are correct! Providing positive feedback or approval for appropriate behaviour reinforces classroom expectations. Teachers fail to understand that disapproval does not teach the target behaviour—"disapproval teaches what not to do". Using selective ignoring is only part of the process. Approving students for engaging in the correct behaviour reinforces expectations and gives the students who are engaging in the problematic behaviour an opportunity to not only see the correct behaviour, but to see their peers earning reinforcement for that behaviour. However, if students are engaging in behaviours that are harmful to self or harmful to others, this cannot be ignored. The teacher has little choice but to provide verbal feedback that is disapproving to inhibit the behaviour. If the disapproval doesn't work, then the student or students need to be removed from the classroom for their dangerous behaviours. If the students who are engaged in harmful behaviour refuse to leave the classroom (and that sometimes happens), then the teacher's next action would be to remove all of the other students from the potential danger in the classroom and bring them out to the hallway while help is summoned. Using selective ignoring provides teachers with an opportunity to focus on appropriate behaviours and to recognize students for their compliance. By choosing to adopt this perspective, teachers can limit the constant negative barrage often seen in classrooms where teachers are continuously naming students who are off-task and noncompliant. Selective ignoring provides the teacher with an alternative strategy that can help to limit disapproval and focus on keeping the classroom emotionally safe and well regulated.

4.3.4 Focusing on Structure and Routine

Creating an emotionally safe classroom environment where students can be successful involves not only high approval interactions between students and teachers, but also requires an emphasis on structure and routine. There is safety for students, especially those with mild to moderate learning and behavioural challenges, in structure and routine. Helping student to learn the day to day expectations requires consistency in the daily routines (Wong & Wong, 2014). Often teachers believe that teaching the routines and expectancies occur during the first weeks of school. In reality, routines and expectations are taught each day through the teacher's use of approval of student appropriate and compliant behaviours. Any change in daily schedule or routine requires that the teacher prepare the student in advance to understand what change or changes will occur. For some students, reminders as to the change in schedule or routine need to occur for

several days in advance of the change. For example, if there will be a special assembly program on Thursday morning, the teacher needs to announce this change every day leading up to the event. Not only is an announcement required, but a discussion with students about expectations for how they should manage their behaviour for that special event is needed.

- What behaviours should the teacher discuss in advance?
- How should each student behave while the class walks in the hallway to the special assembly and then back to their classroom after the event?
- What behaviour is expected when sitting in the assembly for a special program?
- What follow up classroom assignment will occur after the assembly (a cue for what students should pay close attention to) that students will be required to complete?
- How will the teacher reward students for their compliance with these expectations?

The more deliberately this advanced preparation is done, the greater the likelihood that the students will meet those expectations. Structure and routine also involve behaviours that support academics. When giving instructions for assignments, teachers must be very deliberate and use this opportunity to reinforce listening skills on the part of the students. If the assignment requires several steps, the teacher might ask students what should be done first. What should be done next? What would be the final step? Asking students to repeat an answer or a direction just given helps reinforce the notion that everyone has something to contribute. Such a deliberate procedure will help to lessen “unwarranted questions about what should be done”. Creating this listening opportunity helps to reinforce not only the task, but the students for attending to the direction giving process. As a consequence unwarranted questions will diminish and students will begin to ask better (warranted) questions about the task itself. When selecting academic tasks for students to do independently at their seats, the teacher must be confident that each student has the ability to do the task that is assigned to him or her without needing continuous teacher attention and support. By definition, doing a task at one’s independent level would require little to no additional teacher input. There needs to be a good fit between the student’s ability and the demands of the task for independent at-seat work. Choosing the right independent tasks for students depends on a teacher’s understanding of the difference between independent, instructional and frustration levels of student reading as per Lipson and Wixson (1991):

- A student at the independent level can decode 95% or more of the reading material and comprehends 90% or more.
- A student at the instructional level can decode 90% - 94% of the selection, but comprehends 75% - 90% or less.
- A student at the frustration level can decode 90% or less of the selection, but comprehends only 50% or less.

Understanding the differences between these levels can have a significant impact on the tasks teachers select for students to complete independently. Hence an independent assignment is one that a student can complete with little teacher direction. At the instructional level, a student may require much more teacher support. When a task is assigned that is not a good fit for a given student, at his/her frustration level, it is likely that the student will lose interest quickly, ask excessive questions, leave his/her seat without permission, and may engage in some inappropriate behaviour that may warrant the student's removal from class. For many students, especially those with learning and behavioural challenges, being removed from class is preferable to having others note that you cannot complete the assigned task; a student may feel that it is always more preferable to be perceived as "big and bad" than perceived as "stupid." It is precisely at moments like this when students are engaged in behaviours that may be confrontational with the intent (consciously or unconsciously) of avoiding the assigned task, that teachers need to be vigilant about not escalating the student behaviour.

Benefits of Inclusive classrooms Inclusive classrooms have been criticized but also praised by various researchers. Making the Social Visible within Inclusive Classrooms is a study by Katz and Galbraith (2006), who believe that inclusive classrooms are beneficial for students. It is believed that inclusive classrooms provide opportunities for both typically-developing students and students with exceptionalities to develop positive social relationships with each other (Katz & Galbraith, 2006).

Similarly, Odom and Baily (2001) note in *Inclusive Preschool Programs: Classroom Ecology and Child Outcomes*, those children with exceptionalities participate in more social interactions with their peers and exhibit more advanced forms of play when they are in classrooms with typically-developing students compared to segregated classrooms. In addition, it is also believed that inclusive classrooms provide students with a "sense of belonging to a community of learners where their ability to achieve their full potential is not limited by societal barriers that might stifle growth" (Schwartz & Pollishuke,

2013, p.27). Based on these studies, there is a clear argument that inclusive classrooms can be a great base for students with exceptionalities and typically-developing students to develop their social interactions and a sense of belonging. Jordan et al. (2009) documented that in the United States of America students with exceptionalities who spend more time in regular classrooms have higher scores on achievement tests, are absent less, and perform closer to grade level than their peers who are withdrawn for instruction. In Canada, the Canadian Council of Learning (2007) states that there seems to be a favour towards inclusion—"that students with disabilities fare better both academically and socially when placed in regular classrooms than when placed in special-education classrooms" . Thus, these studies suggest that having students with exceptionalities placed within inclusive classrooms, students have the opportunity to possibly perform academically and socially at a higher level.

4.3.5 Classroom Management within an Inclusive Classroom

Following the examination of literature on classroom management and inclusive classrooms separately, it is imperative to explore the literature on classroom management within inclusive classrooms. Unfortunately, there seems to be a lack of research or lack of access to such research within this area of study. However, there were two studies found that were related to this topic and had some importance. The first is a study conducted on classroom management and inclusion effectiveness in elementary level physical education by William Vogler. This study revealed that the way time is allocated within a class has been an indicator of how effective the class will be (Vogler, 1999). In fact, transitional behaviour had a negative effect on student learning and conduct. By having many transitions within a school day, it can "slow down the pace of the class and reduce opportunities for learning" (Vogler, 1999, p.20). In addition, within the inclusive physical education class, students with exceptionalities needed more time to respond to the rapid changes in transition from one task to another (Vogler, 1999). Similarly, the second study Behaviour Management in Inclusive Classrooms reveals some findings in regards to classroom management within inclusive classrooms. Carpenter and McKee-Higgins (1996) found educating students with exceptionalities within an inclusive classroom was challenging when "(a) the numbers of students in classes are increasing, (b) behaviour management procedures are taxed by the range of unacceptable behaviours exhibited by students without disabilities, and (c) supports for using new teaching practices are minimal". On the other hand, "the instructional methods

used, class climate created, individuality supported, and collegiality practiced by educators” can significantly influence the behavioural and achievement outcomes for children (Carpenter & McKee-Higgins, 1996, p.203). This study has extensive research in behaviour management within an inclusive classroom, although, it does not provide much information on other aspects of classroom management practices within inclusive classrooms. This is where my research study is believed to provide further insight on the topic of classroom management practices within inclusive classrooms. It is important to conduct further research on classroom management practices within inclusive classrooms, because classrooms are increasingly including students with a wide range of abilities, including students with identified and non-identified exceptionalities. Hence, it is important to understand and learn how best to cater to the needs of all students in order to foster their learning and help them reach their potential. Students should all be given opportunities where they can be the best they can, and should not be held back because of ineffective classroom management. Classroom management is believed to have great influence on student achievement and inclusion can be effective upon good practice of classroom management (Vogler, 1999).

4.3.6 Inclusive classroom strategies

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitudes about inclusive education (de Boer, Pijl, & Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate children with special needs.

However, similar to parents, teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for children with special needs; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage & Erten, 2015).

- **Use a variety of instructional formats**

Start with whole-group instruction and transition to flexible groupings which could be small groups, stations/centers, and paired learning. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement.

Regarding flexible groupings: for younger students, these are often teacher-led but for older students, they can be student-led with teacher monitoring. Peer-supported learning can be very effective and engaging and take the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations.

- **Ensure access to academic curricular content**

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate thinking about what supports individual SWDs need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that student's transition in and out of the classroom at the same time. For this latter point, not only will it keep students on track with the lessons, their non-children with special need peers do not see them leaving or entering in the middle of lessons, which can really highlight their differences.

- **Apply Universal Design for Learning**

These are methods that are varied and that support many learners' needs. They include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives and manipulatives, graphic organizers, oral and written responses, and technology. These can also be adapted as modifications for children with special needs where they have large print, use headphones, are allowed to have a peer write their dictated response, draw a picture instead, use calculators, or just have extra time. Think too about the power of project-based and inquiry learning where students individually or collectively investigate an experience.

The future is very bright indeed for this approach. The evidence is mounting that **inclusive education** and classrooms are able to not only meet the requirements of LRE for students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success.

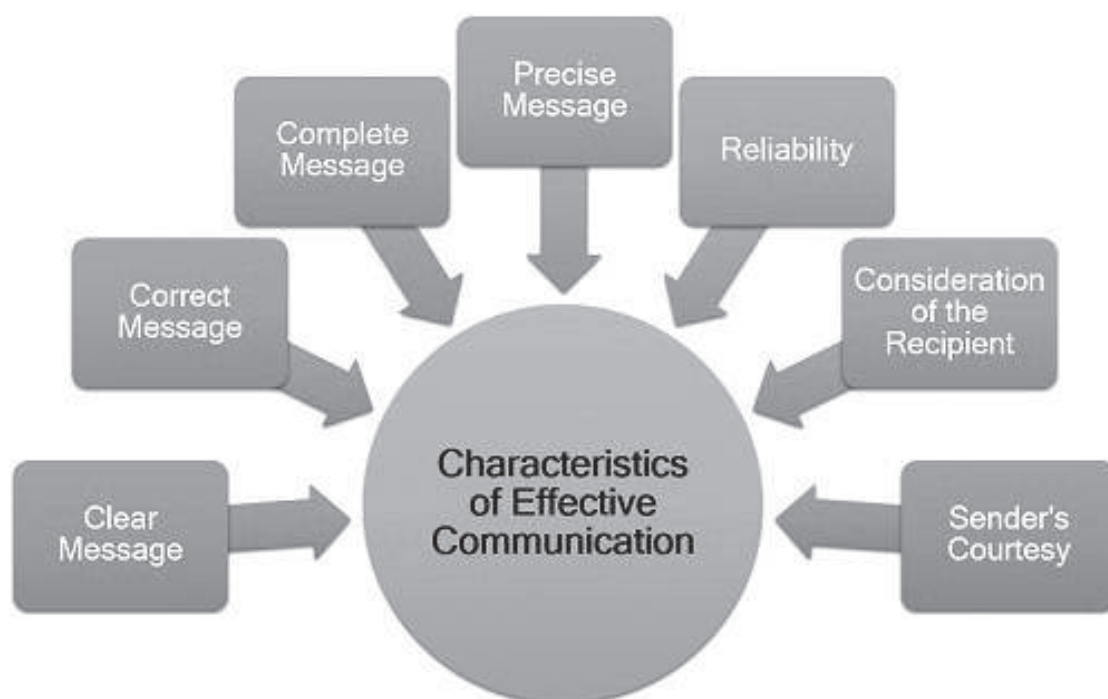
4.4 Effective Communication

Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.

In simple words, it is nothing but the presentation of views by the sender in a way best understood by the receiver.

4.4.1 Characteristics of Effective Communication

Just delivering a message is not enough; it must meet the purpose of the sender. Keeping this in mind, let us discuss the elements which make communication effective:



- **Clear Message:** The message which the sender wants to convey must be simple, easy to understand and systematically framed to retain its meaningfulness.
- **Correct Message:** The information communicated must not be vague or false in any sense; it must be free from errors and grammatical mistakes.
- **Complete Message:** Communication is the base for decision making. If the information is incomplete, it may lead to wrong decisions.
- **Precise Message:** The message sent must be short and concise to facilitate straightforward interpretation and take the desired steps.

- **Reliability:** The sender must be sure from his end that whatever he is conveying is right by his knowledge. Even the receiver must have trust on the sender and can rely on the message sent.
- **Consideration of the Recipient:** The medium of communication and other physical settings must be planned, keeping in mind the attitude, language, knowledge, education level and position of the receiver.
- **Sender's Courtesy:** The message so drafted must reflect the sender's courtesy, humbleness and respect towards the receiver.

4.4.2 Effective Communication Skills

Conveying a message effectively is an art as well as a skill developed after continuous practice and experience. The predetermined set of skills required for an influential communication process are as follows:



- **Observance:** A person must possess sharp observing skills to gain more and more knowledge and information.
- **Clarity and Brevity:** The message must be drafted in simple words, and it should be clear and precise to create the desired impact over the receiver
- **Listening and Understanding:** The most crucial skill in a person is he must be a good, alert and patient listener. He must be able to understand and interpret the message well.
- **Emotional Intelligence:** A person must be emotionally aware and the ability to influence others from within.
- **Self-Efficacy:** Also, he/she must have faith in himself and his capabilities to achieve the objectives of communication.
- **Self-Confidence:** Being one of the essential communication skills, confidence enhances the worthiness of the message being delivered.
- **Respectfulness:** Delivering a message with courtesy and respecting the values, beliefs, opinions and ideas of the receiver is the essence of effective communication.
- **Non-Verbal Communication:** To connect with the receiver in a better way, the sender must involve the non-verbal means communication too. These include gestures, facial expressions, eye contact, postures, etc.
- **Selection of the Right Medium:** Choice of the correct medium for communication is also a skill. It is necessary to select an appropriate medium according to the situation, priority of the message, the receiver's point of view, etc.

4.5 Promoting Positive Behaviour

Some helpful strategies for promoting positive behaviour:

- **Celebrate and build strengths and successes:** Tell him what he does well and what you like. A sense of competence often fosters interest and motivation. Strive to give positive feedback much more frequently than any correction or negative feedback. 'Great job putting your dishes in the sink!'

- **Respect and listen to him:** You may have to look for the things he is telling you, verbally or through his choices or actions. ‘You keep sitting on that side of the table. Is the sun in your eyes over here?’
- **Validate his concerns and emotions:** Do not brush aside his fears or tell him not to worry. His emotions are very real. Help to give language to what he is feeling. ‘I know you do not like spiders. I can see that you are very afraid right now.’ ‘I can see that you are angry that our plans have changed.’
- **Provide clear expectations of behavior:** Show or tell your child what you expect of him using visual aids, photographs or video models. A great way to teach new skills is Tell-Show-Do.
- **Set him up for success:** Provide accommodations. Accept a one word answer instead of demanding a whole sentence. Use a larger plate and offer a spoon to allow him to be neater at the dinner table. Use Velcro shoes or self-tying laces if tying is too frustrating.
- **Ignore the challenging behavior:** Do your best to keep the challenging behavior from serving as his way of communicating or winning. This is hard to do, but in the long run it is effective. Do not allow his screams to get him out of brushing his teeth, or his biting to get him the lollipop that he wants. Behaviors may get worse before you start to see them get better. Stay the course! And make sure all family and team members are consistent in this approach and that you pair this with other positive strategies.
- **Alternate tasks:** Do something that is fun, motivating or that your child is good at. Then try something hard. He will be less inclined to give up or get agitated if he is already in a positive framework.
- **Teach and interact at your child’s or loved one’s learning level:** Take care to set him up for growth and accomplishment, rather than the anxiety produced by constant failure or boredom.
- **Give choices, but within parameters:** Everyone needs to be in control of something, even if it is as simple as which activity comes first. You can still maintain some control in the choices that you offer. ‘Do you want to eat first, or paint first?’

- **Provide access to breaks:** Teach the individual to request a break when he needs to regroup (e.g. use a PECS card that represents “break”). Be sure to provide the break when he asks so he learns to trust this option and does not have to resort to challenging behaviors.
- **Promote the use of a safe, calm-down place:** Teach him to recognize when he needs to go there. This is a positive strategy, not a punishment.
- **Set up reinforcement systems:** Use simple, predictable processes that reward your child for desired behavior. Catch him being good and reward that, verbally and with favored activities, objects or ‘payment.’ ‘I love that you stayed with me during our shopping trip. You earned a ride on the airplane toy!’
- **Allow times and places for him to do what he want:** Even if it is a ‘stim’, it is important to provide these options when it is not an intrusion or annoyance to others.
- **Reward flexibility and self-control:** ‘I know you wanted to go to the pool today and we were surprised when it was closed. For staying cool and being so flexible about that change in plans, let’s go get some ice cream instead!’
- **Pick your battles:** Strive for balance. Focus on the behaviors and skills that are most essential. Be sure to include positive feedback and intersperse opportunities for success and enjoyment for you, your family, and your loved one with autism. Be resilient. Celebrate the fun and the good things!
- **Use positive/proactive language:** Use language that describes what you want the individual to do (e.g. ‘I love how you used a tissue!’), and try to avoid saying ‘NO’, or ‘don’t’ (e.g. ‘stop picking your nose.’).

4.6 Reflective Teaching

4.6.1 Meaning of Reflective Teaching

Reflective teaching is a process where teachers think over their teaching practices, analysing how something was taught and how the practice might be improved or changed for better learning outcomes. Some points of consideration in the reflection process might be what is currently being done, why it’s being done and how well students are

learning. You can use reflection as a way to simply learn more about your own practice, improve a certain practice (small groups and cooperative learning, for example) or to focus on a problem students are having.

Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When you collect information regarding what went on in your classroom and take the time to analyse it from a distance, you can identify more than just what worked and what didn't. You will be able to look at the underlying principles and beliefs that define the way that you work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment.

Reflective teaching is about more than just summarizing what happened in the classroom. If you spend all your time discussing the events of the lesson, it's possible to jump to abrupt conclusions about why things happened as they did.

Reflective teaching is a quieter and more systemic approach to looking at what happened. It requires patience, and careful observation of the entire lesson's experience.

According to Jack Richards, reflection or "critical reflection, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. (Richard 1990)

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. Asking "what and why" questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. (Bartlett, 1990. 267)

The process of reflective teaching supports the development and maintenance of professional expertise. We can conceptualize successive levels of expertise in teaching

– those that student-teachers may attain at the beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop.

4.6.2 Approaches to Critical reflection:

Peer Observation – Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. Some suggestions for peer observation:

- 1. Each participant would both observe and be observed** – Teachers would work in pairs and take turns observing each other's classes.
- 2. Pre-observation orientation session** – Prior to each observation, the two teachers would meet to discuss the nature of the class to be observed, the kind of material being taught, the teachers' approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems that might be expected. The teacher being observed would also assign the observer a goal for the observation and a task to accomplish. The task would involve collecting information about some aspect of the lesson, but would not include any evaluation of the lesson. Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged.
- 3. The observation** -The observer would then visit his or her partner's class and complete the observation using the procedures that both partners had agreed on.
- 4. Post-observation:** The two teachers would meet as soon as possible after the lesson. The observer would report on the information that had been collected and discuss it with the teacher (Richards and Lockhart, 1991).

Benefits:

The teachers identify a variety of different aspects of their lessons for their partners to observe and collect information on. These include organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, student performance during pair work, classroom interaction, and class performance during a new teaching activity and students' use of the first language or English during group work.

The teachers gain a number of insights about their own teaching from their colleague's observations and that they would like to use peer observation on a regular basis. They may also obtain new insights into aspects of their teaching.

Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences. (Powell 1985) and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

Self-Reports – Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985).

Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

Journal Writing

A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goals of journal writing are:

1. To provide a record of the significant learning experiences that has taken place
2. To help the participant come into touch and keep in touch with the self-development process that is taking place for them
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self-development
4. To foster a creative interaction
 - between the participant and the self-development process that is taking place
 - between the participant and other participants who are also in the process of self-development
 - between the participant and the facilitator whose role it is to foster such development (Powell, 1985, Bailey, 1990)

Recording Lessons

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is

insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

4.6.3 Examples of Reflective Teaching

Self-Assessment

- *Reflection Journals:* A reflection journal allows instructors to capture details of their teaching directly after class, and read an ongoing narrative of their teaching across terms and years. Taking 5 or so minutes after class, the instructor writes thoughts on the day's lesson (typing or handwriting works, although handwriting often supports better memory and reflection). Instructors might reflect on the following questions: *What went well today? What could I have done differently? How will I modify my instruction in the future?*

- *Teaching Inventories:* A number of inventories have been developed to help instructors assess their teaching approaches. These often consist of multiple choice questions on a Likert-scale and often take less than 10 - 15 minutes to complete. Inventories are usually designed to assess the extent to which particular pedagogies are employed (e.g. student- versus teacher-centered practices).
- *Video-Recorded Teaching Practices:* Instructors can video-record their lessons informally or formally, along with an observation protocol in order to self-assess their own practices. Video cameras installed in certain classrooms can be utilized by instructors for recordings.
- *Teaching Portfolio:* A more time-intensive practice, the teaching portfolio allows instructors to pull the various components of their teaching into a cohesive whole, starting typically with a teaching philosophy or statement, moving through sample syllabi and assignments, and ending with evaluations from colleagues and students. The portfolio does not capture classroom practices very well, but provides an opportunity for instructors to see their teaching in a “big picture.”

External Assessment

- *Student Evaluations (Midterm and End-of-Term):* In many courses, instructors will obtain feedback from students in the form of midterm and/or end-of-term evaluations. Care on behalf of the instructor must be taken in interpreting this feedback, as the literature suggests that student evaluations can be particularly biased against women and minorities, and thus not always valid measures of instruction (Basow, 1995; Watchel, 1998; Huston, 2005). With this in mind, instructors can consider student evaluations as one data source in their instruction and take note of any prevailing themes. They can seek out other ways to assess their practices to accompany student evaluation data before taking steps to modify instruction. One option is to include external observation and anonymous discussion with students for more real-time, and often more honest, feedback.
- *Peer or Departmental Observation and Feedback:* Instructors can ask a trusted colleague or administrator to observe their classroom and give them feedback on their teaching.

4.6.4 Recommendations for Reflective Teaching

- **Use multiple data sources** - Considering teaching from at least two different perspectives (student evaluations and personal inventory, or personal inventory and peer observation) can provide a more holistic view of instruction. Instructors should be careful to compare and review outcome data carefully, and even reflect on it with a colleague, before making changes. Additionally, changes should be made slowly (the usual recommendation is one core change per term), and reflected on as well.
- **Take time to write** - If instructors wish to keep a teaching log, they may schedule dedicated time to write their entries, ideally soon after class ends, rather than hoping to find a moment throughout the day. As in any new technique, habit formation is key to continual engagement.
- **Find a friend** - Instructors should consider finding a colleague or two to meet with in order to discuss teaching efforts. This may include a faculty member who teaches the same or similar course, or any trusted colleague or administrator. Most observations are best followed up with an informal coffee meeting to discuss findings in a no-judgment, non-evaluative climate.

4.7 Peer Mediated Instruction

4.7.1 Meaning and Definition of Peer Mediated Instruction

Teachers in general and special education classrooms are continually faced with instructional challenges as the diversity of students in classrooms widens. Researchers and practitioners are interested in implementing best practices that improve educational outcomes for all learners. One solution to overcoming these challenges is the implementation of Peer-Mediated Instruction and Intervention (PMII). Peer-mediated instruction is a widely applied and researched educational intervention in both general and special education settings.

Peer-Mediated Instruction and Intervention is an alternative classroom arrangement in which students take an instructional role with classmates or other students. Many approaches have been developed in which students work in pairs (dyads) or small cooperative learning groups. To be most effective, students must be taught roles in the

instructional episode; to be systematic, elicit responses, and provide feedback. Research supports the use of these approaches as alternative practice activities, however, does not condone the use of peers for providing instruction in “new” instructional content.

Myredden, V, Goodlad and Hirst, 1989 described peer tutoring or peer mediated instruction as “The system of instruction in which learners help each other and learn by teaching.” Probably the most succinct definition of peer tutoring comes from Damon and Phelps “Peer tutoring is an approach in which one child instructs another child on material on which the first is an expert and the second is novice.

Peer-mediated learning approaches are known by several names: peer assisted learning, peer tutoring, and class-wide peer tutoring, to name the most common. Peer-mediated learning is a classroom-based practice where students work in pairs to complete activities. One student (tutee) provides overt responses while the other student (tutor) provides immediate corrective feedback, clarification of concepts, or further instruction. In some arrangements roles are reciprocal and students switch roles while completing activities together. Activities that guide the peer interactions are often highly structured, and can even be somewhat scripted in some cases, especially for sessions involving young students. In most cases, peer-mediated learning sessions are short in duration (e.g. 10 to 30 minutes) and involve focused work tasks around a teacher-determined activity, goal or skill. During peer-mediated learning sessions classroom teachers move throughout the classroom and are able to observe dyads at work, and provide frequent corrective feedback and instruction as needed. Students are placed in pairs based on the teacher’s judgement and assessment of their current abilities, with the requirement that one of the students in the dyad has a higher skill level than the other. The idea here is that the student who currently possesses a higher level of skill will be able to model appropriate task completion, as well as provide adequate corrective feedback on the skill or activity in progress. However, this does not mean that students with the higher skill level will not benefit from the approach. Depending on how the classroom teacher arranges the assigned work and objective of the activity, both students in the dyad can benefit from the paired arrangement.

Peer-mediated learning approaches have been implemented at all grade levels, and across many subject areas (e.g. reading, math, science, social studies). They have also been implemented within and across grade levels (e.g. same-age peers, older to younger students), within various settings (e.g., classrooms, alternate arrangements, group homes),

and in various formats (e.g., triads, small group, class-wide dyads). For this review, only research that examines the effectiveness of peer-mediated learning approaches for same-age/same-grade students in paired arrangements will be considered. Same-age pairings are by far the most frequently used format; perhaps because it is much easier for individual classroom teachers to implement this arrangement in their own classrooms.

4.7.2 Objective and Benefits of the Approach

Peer-mediated learning approaches are based upon the notion that students need frequent opportunities to respond (demonstrate their understanding or skill) to instruction and to receive immediate corrective feedback, guidance and praise, when needed. Peer-mediated learning has been shown to: (1) increase the number of opportunities for students to respond to instruction, (2) increase the amount of time on task, (3) increase the amount of feedback a student receives on their responses, and (4) increase the immediacy of the feedback (Bowman-Perrott et al., 2013). Each of these components have been empirically linked with increased academic achievement for students (Bowman-Perrott et al., 2013; Greenwood et al., 1992; Maheady et al., 1988).

4.7.3 Advantages of Peer Mediated Instruction

Peer mediated instruction has been a favoured practice in inclusive setting due to its potential advantages. Peer mediated instruction benefits children with special needs and all other children. It has the potential to deliver many of the benefits normally associated with expert tutoring by teachers. If teachers organize the contents of the program peer tutors can provide appropriate activities tailored to meet the individual needs of children with special needs. They can ensure a high level of tutee participation in the learning process, and individual guidance and personal care can be provided.

Peer mediated instruction normally promotes healthy social relationships between students with special needs and their peer tutors. It also encourages positive interaction between regular class students and those with special needs, and allows individuals to work together in cooperative work environments. Peer mediated instruction encourages close personal relationships, personal interdependence and shared responsibility for learning outcomes.

Peer mediated instruction reduces deficiencies in children with special needs and such children are active and participate in many regular class activities.

4.7.4 Types of Peer Mediated Instruction

Ryan, Reid, and Epstein (2004), has summarized some peer tutoring formats, which are commonly in practice. These formats are as follows:

A. Class wide Peer Tutoring (CWPT):

In this format of peer tutoring entire class participates in tutoring dyads. During each tutoring session students can participate as both Peer Tutor and tutees, or they can participate as only the tutor or the tutee. Class wide Peer Tutoring is a variation of peer-mediated instruction that has been used in elementary, middle school, and high school classrooms. In CWPT students form pairs and take turns in the roles of tutor and student.

The CWPT program was originally developed and used with special education students in their mainstream classrooms. It was very evident early on that the procedures were not only effective for the targeted students, but for the entire classroom of students regardless of their ability levels. Thus, CWPT has been researched and proven effective with the following student populations:

- Students with special needs
- Educationally labelled students
- Students at risk of school failure
- Students who are culturally and linguistically diverse
- Students with ADD and ADHD
- Students from pre-school to high school age levels and beyond

B. Peer Assisted Learning Strategies

It is a modified version of CWPT developed by Fuchs et al (1997) where teachers identify the children who require help in specific skills and the most appropriate children to help them learn those skills. Pairs are changed regularly, and over time as student work on a variety of skills all students have the opportunity to be “coaches” and “players”. Pupils are divided into higher ability and lower ability pairings.

It's a version of class wide peer tutoring where teachers evaluate and identify students who need help with specific skills and determine the most appropriate students in the class to assist them with those skills. The students are paired as “coaches” and “players”

but rotate roles as activities change and students are required to work on a variety of skills.

PALS is designed to complement, not replace, the existing math or reading curriculum by providing opportunities for students to practice what the teacher has taught. Research supports that the use of pairs in the classroom provides more focus on individual student needs rather than a teacher-directed activity that may address the needs of a few students but not be able to meet the needs of all student.

Peer-Assisted Learning Strategies (PALS) is a supplemental peer-tutoring program in which student pairs perform a structured set of activities in reading or math (PALS Reading and PALS Math, respectively). The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.

Although PALS is for students with diverse academic needs, this intervention report focuses on the use of PALS to improve the reading and mathematics skills of students with learning disabilities.

Some benefits attributed to the PALS program include:

- Actively involves all students in tasks they can perform successfully.
- Increases student opportunity to read and practice basic math skills.
- Motivates students to do better in reading and math.
- Expands instructional resources in the classroom.
- Provides for positive and productive peer interaction.
- Creates opportunity for lower functioning students to assume an integral role in a valued activity.
- Allows students with disabilities to spend more time in least restrictive environment and increases their access to the general education curriculum.
- Helps teachers accommodate academic diversity.
- Accelerates student achievement in reading and math.
- Is affordable and easily implemented.
- Is found to be an enjoyable activity by teachers and students.

4.7.5 What is peer tutoring?

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.

Why choose peer tutoring?

- It is a widely-researched practice across ages, grade levels, and subject areas
- The intervention allows students to receive one-to-one assistance
- Students have increased opportunities to respond in smaller groups
- It promotes academic and social development for both the tutor and tutee
- Student engagement and time on task increases
- Peer tutoring increases self-confidence and self-efficacy (Spencer, 2006)
- The strategy is supported by a strong research base (e.g., Calhoon, Al Otaiba, Cihak, King, & Avalos, 2007; Kunsch, Jitendra, & Sood, 2007; Vasquez & Slocum, 2012)

What are the most frequently used peer tutoring models?

Class wide Peer Tutoring (CWPT):

Class wide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams, and posting of scores (Maheady, Harper, & Mallette, 2001). The entire class participates in structured peer tutoring activities two or more times per week for approximately 30 minutes (Harper & Maheady, 2007). While the procedures and routines in CWPT remain the same, student pairings or groups may change weekly or biweekly. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility. Students may

Cross-age Peer Tutoring:

Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or

differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

Peer Assisted Learning Strategies (PALS):

PALS, a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist (Fuchs, Fuchs, & Burish, 2000). Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps (Spencer, Scruggs, & Mastropieri, 2003). All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

Reciprocal Peer Tutoring (RPT):

Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their teacher.

Same-age Peer Tutoring: Peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge. Same-age peer tutoring, like class wide peer tutoring, can be completed within the students' classroom or tutoring can be completed across differing classes. Procedures are more flexible than traditional class wide peer tutoring configurations.

How should tutors and tutees be selected?

One common method for determining dyads, or groups, involves ranking students from the highest performing to the lowest performing student for the particular activity or subject. Pairs can be formed by cutting the list in half and then matching the top performing student with the first lowest performing student, the second highest performing student with the second lowest performing student, and so forth (Fuchs, Fuchs, & Kazdan, 1999). If heterogeneous groups are desired, the number of students in each team should be determined. The list of students can then be numbered from one to the desired number of persons in a group and then repeated until the entire class is included (Harper & Maheady, 2007).

When selecting tutors, teachers should be cognizant of which students can be most helpful in the process. Teachers should be mindful of differing student personalities, needs, and preferences. Dyads or groups should be established accordingly.

How should peer tutoring models be selected?

Peer tutoring models are flexible and can be altered to meet individual student or class learning needs. The academic task should dictate the appropriate model based on content and learning goals. While there is some upfront planning and instruction, once students develop an understanding of procedures, groups or dyads can be altered dependent upon the setting, activity, or desired learning outcomes.

How much instruction is needed to use peer tutoring?

Depending on the subject area and model selected, one to four, 30- to 45-minute sessions can be devoted to teaching and modeling (see Mastropieri & Scruggs, 2007; Spencer, 2006; Polloway, Patton, & Serna, 2008). Students should master each step of the model selected before learning additional skills. A teacher will need to closely monitor student progress to ensure that established procedures are followed, students utilize interpersonal skills, and content is covered.

How should peer tutors be trained?

- Establish rules for confidentiality of student progress.
- Define and develop procedures for social skills students may need throughout peer tutoring (i.e., sharing, taking turns, using respectful language, and accepting criticism or feedback).

- Define and develop procedures for moving into peer tutoring groups quickly and quietly.
- Explain and model peer tutoring and allow students to practice prior to the first peer tutoring session. Consider using a prepared script for practicing interactions (Fulk& King, 2001).
- Train students how to provide feedback for correct and incorrect peer responses, including praise.
- Teach students how to carefully monitor their own and their partner's progress.

What can be done to support peer tutoring initiatives?

- Provide direct, systematic instruction for the peer tutoring process selected.
- Consider providing cue cards summarizing procedures or post procedures until automaticity is established.
- Model error correction procedures.
- Chart, and consider posting, student or group progress.
- Praise use of tutoring procedures in addition to correct responses.
- Share with students the link between peer tutoring and increased achievement.

What is an ideal schedule for peer tutoring implementation?

Like the models and formation of groups, the development of a peer tutoring schedule is flexible. However, it should be consistent. For example, peer tutoring can occur two to three times per week for 20 minutes, with increasing student responsibility and fading of supports as students master the selected peer tutoring process. However, it is important that student progress and procedures are consistently monitored to ensure that accurate review and error correction occurs.

4.7.6 Cooperative Learning

Cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment. The parameters often vary, as students can work collaboratively on a variety of problems, ranging from simple math problems to large assignments such as proposing environmental solutions on a national level. Students

are sometimes individually responsible for their part or role in the assignment, and sometimes they are held accountable as an entire group.

Cooperative learning has received a lot of attention and praise—especially since the 1990s when Johnson and Johnson outlined the five basic elements that allowed successful small-group learning:

- **Positive interdependence:** Students feel responsible for their own and the group's effort.
- **Face-to-face interaction:** Students encourage and support one another; the environment encourages discussion and eye contact.
- **Individual and group accountability:** Each student is responsible for doing their part; the group is accountable for meeting its goal.
- **Social Skills:** Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others.
- **Group processing:** Group members analyze their own and the group's ability to work together.

At the same time, the following characteristics need to be present:

- When designing cooperative learning activities, teachers need to **clearly identify** to students their **individual responsibility and accountability** to the group.
- **Each member must have a task** they are responsible for and that cannot be completed by other members.

Benefits of Cooperative Learning

Teachers make frequent use of group work, and thus cooperative learning, for a number of reasons:

1. **Change Things Up.** It is beneficial to have a variety in your instruction; it keeps students engaged and enables you to reach a larger number of learners. Cooperative learning also changes students' and teachers' roles as teachers become facilitators of learning, guides on the side if you will, and students take on more responsibility for their own learning.

2. **Life Skills.** Cooperation and collaboration are crucial skills that students will continue using far beyond their schooling years. One of the key elements in a workplace is collaboration, and we need to get our students ready to cooperate, to be responsible and accountable, and to possess other interpersonal skills for effective professional lives. Cooperative learning is also proven to foster students' self-esteem, motivation, and empathy.
3. **Deeper Learning.** Collaborating with others has a potent and positive effect on students' thinking and learning—through well-executed cooperative learning tasks, students often deepen their understanding of the assigned content. Students engage in thoughtful discourse, examine different perspectives, and learn how to disagree productively.

Challenges and Solutions

Despite cooperative or collaborative learning being ingrained in teaching practices for decades now, it has also been demonstrated that small group activities aren't always very efficient. Some of the main challenges turn out to be students' free-riding (the lack of participation on behalf of some students), their focus on individual academic goals while neglecting collaborative goals, and teachers' difficulties in accurately assessing students' participation.

Some specific recommendations resulting from the above-mentioned challenges are that teachers should focus on:

1. Defining specific collaborative goals (in addition to the academic content goals)
2. Training students in social interactions for productive collaboration
3. Monitoring and supporting student interactions
4. Assessing the collaborative process—productivity and the learning process of individuals and the whole group (thanks to increased professional development)
5. Applying the findings into future cooperative learning tasks

Types of Cooperative Learning

- Formal learning
- Informal learning
- Cooperative learning

1. Formal Learning

The formal group assigns tasks and projects. Also, they stay together until the assignment completes. The group has a clear structure. Besides, the teacher selects the groups. Depending on the assignments, the group can be heterogeneous and homogeneous. Likewise, three to five-person groups is believed to be most productive.

2. Informal Learning

These are just the opposite of formal learning. Also, they are not structured very well. Typically they involve activities that take few minutes. In addition, they usually have two to three members. They are suitably used for rapid activities like check for understanding, quick problem solving or review, etc. these help in changing the format of the lecture. Also, they give students a few minutes to talk about a concept with a go over.

3. Cooperative Learning

They are usually long term support group. Also, their minimum duration is a semester but they can last for years. Due to their duration, they generally become friends or acquaintances. The members support and cooperate with each other outside the group.

Cooperative learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy.

Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, resolving conflicts, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

4.8 Lets Sum Up

Meeting the educational needs of students is part of the development of equitable provision in an inclusive society where individual rights are recognised and protected. The United Nations Charter on the Rights of the Child, for instance, states that all children have a right to education and as a consequence the right to make progress. Failure to provide education and create the conditions for individual progress may be seen as a denial of a child's rights. Denial of these rights or capabilities with regard to children can be seen as a precursor of social exclusion (Evans et al., 2002). Classrooms are no longer a homogenous group because every child is different in terms of socio cultural differences, language, gender and human diversity. Diversity is an inherent part of the society. Hence as a teacher while addressing the needs of diverse learners you need to be aware what are the areas of diversity and how they overlap and affect Child's learning. Teachers need to prepare for lessons which accommodate and facilitate learning, irrespective of the child's socio-cultural background or his learning style. Having diverse learners needs to be viewed in a positive way for all children, including children with disabilities and especially neuro-typical children benefit being in such an inclusive environment. They learn mutual respect and develop empathy and more inclusive and supportive attitude. Diverse learners are a true reflection of society. They learn to grow up together and as adults they will learn to relate better as colleagues, employer, employees, neighbors and friends. This unit provides with an understanding of socio cultural challenges influencing learning in children including children with disabilities and means of overcoming them.

Classroom dynamics have changed over a period of time. Classrooms now have children from the disadvantaged and different socio economic groups besides children with disabilities. Hence the socio economic conditions and disabilities with the children have implication for their learning therefore as a teacher you need to consider these aspects and understand the child need and accordingly develop inclusive classroom practices for achieving learning outcomes for all children including children with disabilities. There is a need to shift from the teaching learning strategies originally designed for an imaginary average student, to create curriculum, instruction, and assessments deliberately and purposefully to address the range of diversity that exists from disabilities, the communication variability and the intellectual diversity found in heterogeneous classrooms Teachers are urged to adapt, adjust, change, and modify their

curriculum, their instructional practices, and their assessments to accommodate each student's distinctive individuality fairly and equitably (Rachel A. Lotan).

Classroom are both an academic and social context, as it provides a setting for interaction dialogue and the opportunity to appreciate the diversity which contribute towards equal opportunities and development of an eco-system for inclusive education.

Important principles of inclusive teaching learning process are o Respecting learners with different abilities and value, diverse talents, Recognizing and responding to the specific need of children with disabilities, Creating learning friendly environment which facilitates learning for ALL children including children with disabilities, Using of flexible approach based on the child's learning pace and style, use of universal design principles to create accessible classes, use of Assistive technology for meeting the specific needs of children with disabilities, reducing barriers within learning environments, high expectations for all learners including children with disabilities.

Teacher's play a key role in nurturing the child's development and education therefore they also have to be a facilitator for learning to nurture the child's development. Teachers role are changing from teaching to active learning approaches.

Three Attributes of Reflective Teacher are i) Discover and develop open-mindedness, the attitude of a self- motivated learner, having self-knowledge and self-restraint. ii) Develop the capacity for sensitivity, effective communication skills and ways to establish harmony in their teaching environment iii) Facilitate personal growth and social skills in their own learners .

Reflective practice enables professional development and strengthens teacher's capacity for developing inclusive practices. The three most important aspect that needs to be remembered for developing teaching learning processes for ALL children what is taught (content), how it is taught (method), how the children learn best (process), and how it relates to the life experiences of the children and the environment in which they live and learn. Strengthening of qualities of Inclusive teacher largely depends on the teachers' sensitivity towards learners with disabilities, creating an inclusive learning environment making appropriate resources available to them.

Inclusion of children with disabilities can only become a reality when general and special educators collaborate to provide 'transfer of skills' to ensure effective learning (academic and social) for all children with disabilities.

Collaboration with different stake holders of education is critically important in the process of putting inclusive education into action in the most effective and efficient way

4.9 Check your Progress

1. What are the different strategies for developing inclusive pedagogy as a teacher?
2. What are the different methods for developing reflective practices in a teacher?

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Unit 5 □ Planning for Including Diverse Learning Needs

Structure

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5.7 Adaptations and accommodations for children with intellectual impairment

5.8 Adaptations and accommodations for gifted children

5.9 Let us sum up

5.10 Check your progress

5.11 References

5.1 Introduction

The underlying principle of the inclusive school is that all children should learn together, without discrimination. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating different styles and paces of learning and ensuring quality education to all through appropriate curriculum, classroom arrangements, teaching strategies and resources use and with support from the community. There should be a continuum of support and services to match their entitlements and needs encountered in every school. Now the challenge is to create a unified education system that works for all learners. Here comes the concept of Universal Design for Learning by providing different accommodations and adaptations to the diverse learners.

Accommodations are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, learner responses, environmental structuring, and/or other attributes which provide access for a learner with a disability to participate in a course/standard/test, which DO NOT essentially alter or lower the standard or expectations of the course/test (Jackson et al, 2000).

Whereas, Adaptations do not represent unfair advantages to learners. In fact, the opposite can be just. If appropriate adaptations are not used, learners could be unfairly

punished for having learning differences, creating serious negative impacts to their achievement and self-concept as well (Lee et al, 2010).

Here in this unit, the concept of UDL and provisions of Adaptation and Accommodations for children with Special Needs will be discussed thoroughly.

5.2 Objectives

After going through this unit, you will be able to

- Understand the concept of Universal Design for Learning (UDL)
- Learn about provisions of Adaptations and Accommodations for children with sensory impairments
- Learn about provisions of Adaptations and Accommodations for children with multiple disabilities
- Learn about provisions of Adaptations and Accommodations for children with neuro-developmental disabilities
- Learn about provisions of Adaptations and Accommodations for children with intellectual impairment
- Learn about provisions of Adaptations and Accommodations for gifted children

5.3 Universal Design for Learning

5.3.1 Introduction:

“Universal Design” is an architectural concept that focuses on the design of products, buildings, or environments so that they can be used by all irrespective of their limitations. The term “Universal Design” was coined by the architect Ronald Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life (Wikipedia, 2017). It is mandated by Article 2 of the UNCRPD, 2006. It is the proactive design of products and physical environments to make them usable by all people to the greatest extent possible — without the need for adaptation or specialized design. Within the field of architecture, the retrofitting of buildings with ramps or lifts

in order to increase accessibility was often the primary and sometimes only modification made for broadening access. It was observed that retrofitting typically solves only one access issue: ramps ensure people can get to and from the building, but don't address how they will access features within the building itself. Here comes the Universal Design for Learning which extends this concept into the classroom and educational curriculum. It's the best practice process of making our course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities. (Center for Teaching and Faculty Development, 2008).

5.3.2 Concept of UDL:

Universal Design for Learning (UDL) is a framework that provides all learners equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; learners gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed (Meyer & Rose, 2014).

5.3.3 Focus of UDL:

UDL focuses on the ability of teachers to meet the diverse learning needs of all learners, even those with impairments that affect their mobility, vision, hearing, and learning. Teachers must recognize that there are multiple and flexible ways of providing effective instruction while adhering to curricular standards and objectives. Thanks to technology, universal design enables learners to respond to and interact with curricula and achieve learning standards.

Let us go through some examples:

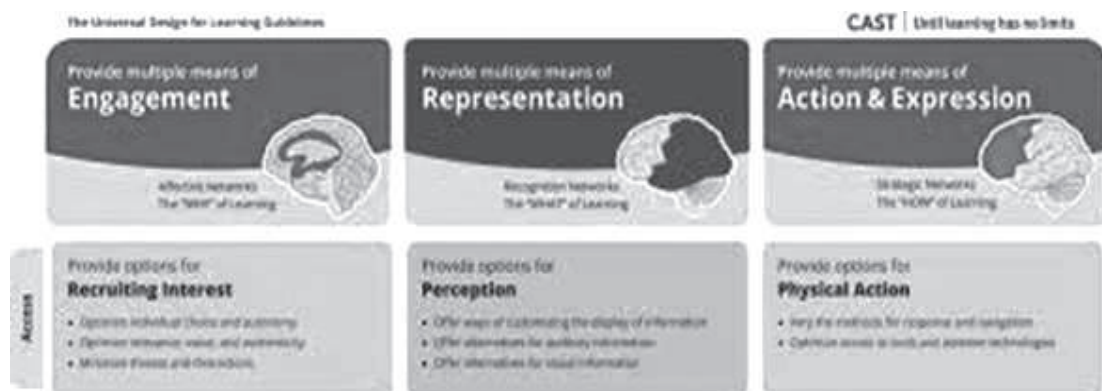
- A student in a wheel chair might use an elevator to access higher floors in a building. Although, this type of access is very important, access to learning is far more complex. The UDL framework addresses this complexity by encouraging thoughtful planning of flexible curricula (goals, methods, materials, and assessments) from the start, which meet the needs of all learners.
- Only providing Learner with paper text could be problematic, but providing Learner with flexible digital text is one way to make instructional materials more accessible to all Learners.

- A student who has difficulty accessing printed text due to a visual impairment or dyslexia could still ‘access’ the same text by using text-to-speech feature
- While a student who needs cognitive access could use comprehension supports, such as vocabulary definitions, highlighted abstract literary concepts, foreign language translations, or animated coaches that assist with answering comprehension questions.

5.3.4 The role of teachers in UDL implementation:

- Teachers as facilitators are the key to UDL implementation.
- They can promote the use of UDL by serving on curriculum selection committees and encouraging school districts to purchase curriculum materials that incorporate UDL principles;
- Adopting UDL principles in designing and planning curricula for their classrooms; Demonstrating and sharing how to use UDL principles with their teaching colleagues;
- Requesting professional development on UDL for all educators in their school or district;
- Collaborating with colleagues on experiences with UDL and how to better implement UDL in the future.

5.3.5 Principles of Universal Design:



Source: <https://www.mtu.edu/ctl/instructional-resources/universal-design-for-learning/>

Universal Design for Learning is about providing:

Multiple means of Representation- to offer learners various ways of acquiring information and knowledge.

Some of the examples of providing multiple means of representations are listed below (NCUDL, 2011):

Read aloud, highlight phrases, listen to audio- tape, links to background knowledge, Braille converter, or a large print version.

Multiple means of Action and Expression- to provide Learner alternatives for demonstrating what they know.

Some of the examples of providing multiple means of action and expression are listed below (NCUDL, 2011):

Written responses, verbal responses, dramatic responses, response with visual art, Power Point, VoiceThread (a form of web-based tool for creating composition through different modes of communication), single method of evaluation such as multiple choice questions (MCQs) or written assignment etc.

Multiple means of Engagement- to tap into Learner' interests, challenge them appropriately, and motivate them to learn.

Some of the examples of providing multiple means of engagement are listed below (NCUDL, 2011):

Using archived resources, using Texthelp (which has learning supports such as a highlighter, option to use page navigation menu etc.), organizing information into a concept map, keeping a personal journal etc.

These three attributes are considered as the backbone of UDL, according to the Center for Applied Special Technology (CAST, 2011) and is a widely accepted one.

- UDL surrounds accessible features into curriculum design from the beginning; it is “proactive”, like having built-in accommodations that provide immediate accessibility for all Learner.
- UDL characteristically provides multiple (alternative) and flexible instructional practices to ensure that all Learner can access, participate in, and progress in the curriculum.

- UDL meets the diverse learning needs of all Learners.
- UDL correspond to the concepts of **Differentiated Instruction (DI)**; that there are four classroom elements that should be taken into account to ensure differentiated instruction:
 1. Content,
 2. Process,
 3. Product, and
 4. Learning environment.

Let us clear some doubts on terminologies that are used more often in the discourse of UDL.

What is the difference between UDL and Assistive Technology (AT)?

Assistive technology devices and services are considered by the individualized education plan (IEP) team. AT strategies are developed for the individual student whereas UDL benefits all Learners.

What is the difference between UDL and Accommodations?

Appropriate instructional accommodations do not change curriculum content and standards or decrease content difficulty. Teachers provide accommodations to Learner with disabilities as add-ons to the standard curriculum materials and methods. UDL inserts accommodations, or “front-loads” them and integrates them into the overall design of curriculum instruction.

5.3.6 Differentiated Instruction (DI)

Not all Learners are alike. Based on this knowledge, Differentiated Instruction applies an approach to teaching and learning that gives Learner multiple options for taking in information and making sense of ideas. It encompasses the following facts:

- DI is a teaching principle based on the idea that teachers should adapt instruction to student differences because ‘one size doesn’t fit all’
- It is a way for teachers to recognize and react responsively to their Learner’ background knowledge, readiness, learning styles, language and interests.

- It represents the rationale that all Learners can learn, and that educational activities will be much more successful when teachers purposefully plan and deliver lessons that address diverse learner.
- It also develops a curriculum aimed for the common student.
- Teachers are required to revise their instruction to meet individual student's readiness levels, preferences, and interests.
- The challenge lies in motivating each of the struggling, average and advanced learners and ensures that they are all equally engaged in a quality work.

Definition of Differentiated Instruction (DI):

Differentiated Instruction (DI) is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2000).

Role of the Teacher:

The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting Learner to modify them for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more Learners in diverse classroom settings.

Differentiated Instruction and Implications for UDL Implementation

Differentiated instruction recognizes Learner' varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process to teaching and learning for Learner of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2000) identifies **three elements of the curriculum** that can be differentiated viz. **Content, Process, and Products**.

Differentiate Content:

Of the three elements of the curriculum in a DI, the first one that comes in action is the content. In a differentiated classroom the teacher has a clear “destination for learning” in mind, but also understands that Learner will progress towards that destination on varying timetables, through differing routes, and needing a variety of support systems to continue making progress toward the designated learning goals. With this in mind, the differentiated classroom teacher plans on two levels-

- firstly, what learners must learn; and
- secondly, substitute routes for ensuring that learners who are not “a rendered set”
Hence, Content includes-
- what is to be taught (the goals or outcomes),
- what level of understanding, knowledge, and proficiency Learner are to demonstrate; and
- what materials and options are available to give all Learner a point of entry to learning.

Differentiate Process:

Process identifies what teacher plans for instruction, how grouping/set of learners are constituted and how deliverables are presented to ensure maximum learning. These are carried out in some below stated lines:

Several elements and materials are used to support instructional content- These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently in the manner in which Learner gain access to important learning. Access to the content is seen as crucial.

Align tasks and objectives to learning goals- Designers/teachers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. An objective-driven list of options makes it easier to find the next instructional step for learners entering at varying levels.

Flexible grouping is consistently used- Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Grouping of Learner is not fixed. As one of the foundations of differentiated

instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations.

Classroom management benefits Learner and teachers. To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies (Tomlinson, 2000).

Differentiate Product:

It is the assessment of the content. It is characterized by –

- Initial and on-going assessment of student readiness and growth are essential. Meaningful pre-assessment naturally leads to functional and successful differentiation.
- Integrating pre and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and frameworks for the varying needs, interests and abilities that exist in classrooms of diverse Learner.
- Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures.

Differentiate Environment:

Differentiating through the environment is important as it creates the conditions for optimal learning to take place. According to Tomlinson (2003), “Environment will support or deter the student’s quest for affirmation, contribution, power, purpose, and challenge in the classroom,” The learning environment includes the physical layout of the classroom, the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom.

The teacher’s goal is to create an environment that is positive, structured, and supportive for each student. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning.

Teachers should be sensitive and alert to ways that the classroom environment supports Learner’ ability to interact with others individually, in small groups, and as a whole class. They should employ classroom management techniques that support a safe and supportive learning environment.

To sum up, the UDL approach uses multiple means of representation, action & expression to support learners' recognition network, addressing diverse need, abilities and learning styles. Multiple means of expression support Learner' strategic networks. Although Learner in a UDL classroom is expected to work toward the same learning purposes, they may use a variety of ways to practice and demonstrate their knowledge. Multiple means of engagement support Learner's affective networks, accommodating different interests and motivating learners. Teachers use flexible grouping and provide levels of challenge that are suited to Learner' abilities and interests. Apropos to this, DI (Differentiated instruction) theory reinforces the importance of effective classroom management and reminds teachers of meeting the challenges of effective organizational and instructional practices. Engagement is a vital component of effective classroom management, organization, and instruction. Therefore, teachers are encouraged to offer choices of tools, adjust the level of difficulty of the material, and provide varying levels of framework to maintain learner attention during the instructional process. By providing varying levels of framework when differentiating instruction, Learner has access to varied learning contexts as well as choices about their learning environment.

5.4 Adaptations and accommodations for sensory impairments

5.4.1 What is Sensory Impairment?

It is very interesting to know that 90% of the information about the world around us comes from our sight and hearing. We talk to each other, we read our bills, news papers and books, we see T.V., listen to the radio etc. Medically there are four senses, viz., visual, auditory, gustatory and olfactory, which give special information about the environment; hence these are named as special senses.

Sensory impairment is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, is no longer normal.

What is dual sensory impairment?

It is the combination of both hearing and sight impairment. It is not necessarily a total loss of both senses – indeed the majority of dual sensory impaired people do have some degree of sight and/or hearing. Those with a less severe degree of both sight and hearing impairment may also be referred to as having a dual sensory impairment or loss. The words dual sensory impaired and deafblind are generally accepted as interchangeable words.

When a person has difficulties seeing and hearing then the person can be termed deafblind. Although it is more common to refer to someone as being deafblind if there combined sight and hearing loss which causes difficulties for them with communication, mobility and access to information.

The combination of the two sensory impairments intensify the impact of each other, which usually means that a deafblind person will have difficulty, or find it impossible, to utilise and benefit fully from services for deaf people or services for blind people. Meeting the needs of deafblind people therefore requires a separate approach.

Deafblindness is a unique and extremely complex disability that often requires specialist communication methods and systems being introduced to the person and those around them to enable communication to take place.

Types of Sensory Impairment

The term sensory impairment encompasses visual loss (including blindness and partial sight), hearing loss (including the whole range) and multisensory impairment (which means having a diagnosed visual and hearing impairment with at least a mild loss in each modality or deaf blindness). In this context it is said that sensory impairment has two types. One is **Single** and another is **Dual**. Hearing impairment & Visual Impairment is under the single sensory impairment and Deaf-blindness is under dual sensory impairment.

5.4.2 Adaptations and accommodations for Learner with Visual Impairment.

Learner learns on their tactile and auditory senses. In this view, the following is a list of accommodation and adaptation strategies for Learner with Visual Impairment in the regular classroom. (Sharma, 2012).

- i. Braille books, handout in Braille writer, stylus, tactile teaching materials e.g., 3-D geometric shapes, tactile line maps, life-size models, loaded memory card, Pen drive. Desktop/Laptop computer with speech output etc.
- ii. Introduce Plus Curriculum. These are: Orientation & Mobility training, Braille system, Daily living skills, Sensory training, Social skills etc.
- iii. Connecting with normal peers to assist with editing of visual information in the environment for student with visual impairment.
- iv. To give extra instructional time to learn new concepts of math and sciences subjects
- v. Teacher should be speaking continuously s/he writes on the chalkboard and call learner by name rather than pointing.

- vi. Teacher should give of feasible physical education classes accessible and safe for learner with visually impairment.

5.4.3 Adaptations and accommodations for Learner with Hearing Impairment

Hearing is the ability to perceive sound. A person suffering from hearing impairment has difficulty in perceiving or identifying sound clearly due to auditory problems. The impairment may be unilateral or bilateral ears. In this view, the following is a list of accommodation and adaptation strategies for Learner with Hearing Impairment in the regular classroom. (John F. Kennedy Centre, 2005).

- i. Provide proper Amplification Options. These are Hearing aid, cochlear implant, tactile device, auditory trainer and speech trainer.
- ii. Provide proper Assistive Devices. These are Hardwire System, Induction Loop System, Frequency Module System and Infrared System (John F. Kennedy Centre, 2005)
- iii. Learner must sit in front of the desk to easily understand the teachers lip for the development of verbal communication.
- iv. Class room environment should be noise free or sound treated.
- v. Class room instruction should be simple as per the need based and use visual clue with the help of Educational interpreter (Sign Language).
- vi. In order to understand the underling meaning of a learning content a teacher should modify and shorten the length of the content as per need of the learners.
- vii. Provide extra time to complete tests and
- viii. Evaluation daily work

5.4.4 Adaptations and accommodations for Learner with Multiple Sensory Disabilities

Accommodation and adaptation strategies for Learner with Multiple Sensory Disabilities mean deaf-blind. That is why deaf-blindness is world of “invisible silence”. In this view the following is a list of accommodation and adaptation strategies for learner with deaf-blind in regular classroom. The adaptation techniques to be taken are (NSOU, B.Ed. Spl. Ed SLM, 2016):

- i. Creation of effective environment, which helps in acquiring maximum learning, is the prime thing that teacher needs to act upon in a systematic way.

- ii. Adaptations to the physical environment, e.g. arrangement of the room, lighting, noise level, location of materials and resources, accessibility to other rooms, etc. are all considerations for environmental modifications.

Adaptations in the daily class schedule include:

- i. Allowing more time for the task
- ii. Pacing the lesson differently
- iii. Ensuring a variety of ways of processing information
- iv. Setting up structures that enable achieving smaller steps to the goal
- v. Checking more frequently than usual for understanding
- vi. Giving more frequent feedback
- vii. Simplifying questions/instructions

5.5 Adaptations and accommodations for children with multiple disabilities

5.5.1 What is Multiple Disabilities?

Multiple Disabilities refers to a combination of two or more disabling conditions that have a combined effect on the child's communication, mobility and performance of day-to-day tasks.

According to the Individuals with Disabilities Education Act's (IDEA), multiple disabilities refers to "concomitant [simultaneous] impairments (such as intellectual

disability-blindness, intellectual disability-orthopaedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness."

5.5.2 Adaptations and accommodations for children with multiple disabilities

The term Learner with Other or Multiple Conditions suggests that disability category combination of those learners who have physical, cognitive and communicative impairments (Multiple disabilities, 2019). That is why success in the classroom activities of the learner with other or Multiple Conditions it should have provisions of appropriate accommodations and adaptations strategies. New Teacher Induction Program, 2011,

suggested the following Accommodation & Adaptation Strategies for Learner with Other or Multiple Conditions:

- i. Curriculum should be learners need based. That is why curriculum should have more emphasis on long and short-term planning.
- ii. Selecting and using effective strategies to improve learners 'self-monitoring, self-assessment, and goal-setting for their own learning.
- iii. For the purpose of better achievement of the learner's classroom assessment and evaluation strategies should be ongoing and continuous.
- iv. To assess and evaluate learners' work simple achievement charts should be used.
- v. Informing and helping learners and parents to understand the assessment and evaluation strategies to be used and giving the meaningful feedback for improvement.

5.6 Adaptations and accommodations for children with neuro-developmental disabilities

5.6.1 What is Neuro-Developmental Disabilities?

Neurodevelopmental disorders are disabilities associated primarily with the functioning of the neurological system and brain. Examples of neurodevelopmental disorders in children include attention-deficit/hyperactivity disorder (ADHD), autism, learning disabilities, intellectual disability (also known as mental retardation), conduct disorders, cerebral palsy, and impairments in vision and hearing. Children with neurodevelopmental disorders can experience difficulties with language and speech, motor skills, behaviour, memory, learning, or other neurological functions. While the symptoms and behaviours of neurodevelopmental disabilities often change or evolve as a child grows older, some disabilities are permanent. Diagnosis and treatment of these disorders can be difficult; treatment often involves a combination of professional therapy, pharmaceuticals, and home- and school-based programs.

5.6.2 Adaptations and accommodations for Learner with Learning Disabilities

What is Learning Disability

Learning disability is a general term for a neurological disorder that affects the way in which a child's brain can receive, process, retain, and respond to information. A child

with a learning disability may have trouble learning and using certain skills, including reading, writing, listening, speaking, reasoning, and doing math, although learning disabilities vary from child to child. Children with learning disabilities usually have average or above-average intelligence, but there are differences in the way their brains process information.

Students with learning difficulties and disabilities will benefit from the provision of accommodations at school, aimed at lessening the functional impact of their difficulties. Accommodations allow them opportunities to demonstrate their skills and knowledge in a manner more consistent with their classmates and intellectual ability. Some of the following strategies may assist these students within the classroom (Classroom Accommodations for Students with Learning Difficulties and Disabilities, n.d):

- Large blocks of text are difficult to read, so wherever possible **prepare worksheets** with clear guidance of where to look for the important information. For example, give overviews or summaries, and use dot points for emphasis. Larger font (14pt), and underlined, highlighted, or bold text is helpful. Using video and audio recordings is also useful to support and illustrate text content.
- **Over-learning concepts through repetition and practice.** Over-learning and repetition is required to compensate for information retention difficulties. Repeated teaching methods, rehearsal of tasks, and intermittent practice will assist in both remembering and understanding concepts.
- **Practical and concrete activities**, rather than abstract tasks, should be included whenever possible. Allowing the student to "do" a task should increase their experience of classroom success and their motivation.
- **Demonstration** of what a task requires is also strongly encouraged. This can be achieved through teacher modelling, at a class or individual level, as well as peer modelling.
- **Provide an example** of the finished piece of work so that expectations are clear.
- **Allow extra time** to complete activities or **reduce the amount** of work the student is expected to complete.
- **Provide positive reinforcement through praise and small rewards.** Positive and meaningful reinforcement should be provided for both good work and sustained task concentration.
- **Provide verbal feedback** to students on their progress, and in turn obtain feedback from students on the perception of their progress, workload and support.
- While students with learning difficulties need explicit instruction in the area of literacy, it may also be useful to allow the use of aids and equipment such as dictionaries, word processors (with spell check programs), hand-held spell checkers, reading pens (available through DSF Literacy and Clinical Services), scribes and calculators to allow students to demonstrate their knowledge and ideas while reducing the burden of the learning difficulties.

- **Teaching students using multi-sensory techniques** is recommended. A multi-sensory approach to teaching means helping a student learn through more than one of the senses including vision, hearing, touch, and movement. This approach has been shown to be effective in teaching students with learning difficulties. The aim is to pair visual and auditory information with meaningful student activity in a way that promotes understanding and builds on previous knowledge. It also allows students to use their strengths while developing weaker areas.
- **Use a variety of teaching styles and methods**, incorporating as many mediums as possible including visuals (e.g. flashcards, demonstrations, pictures), hands-on materials (e.g. counters, blocks, clay), and verbal explanations.
- **Experiential learning**, such as hands-on activities or computer-assisted learning can assist students with learning difficulties to assimilate information in a meaningful way.
- **Encourage the student to seek assistance** when unsure of the steps to take.
- Where appropriate, **use diagrams or charts** to disseminate information and provide the student with copies.
- A student with learning difficulties **should not be expected to produce work that is beyond their current skill level**. However, they should be given opportunities to demonstrate the required level of understanding and knowledge in alternative ways.
- Recognise that when setting homework tasks, a **student with learning difficulties is likely to take far longer** than other students who do not have difficulties with learning. It is better that they produce a sentence or paragraph that is written correctly than a whole page with numerous errors. Gradually, one sentence can be increased to two and so on.
- **Offer alternative modes of assessment**, such as allowing them to demonstrate knowledge and understanding in oral or taped presentations. This is particularly the case whenever literacy is not a specific outcome.
- **Provide clear, simplified, and concrete instructions**. Check to ensure that the student understands these requirements and provide reminders during the task.
- **Provide one-to-one assistance and small group learning** whenever possible.
- **Structure tasks and present them in a step-by-step manner**. Tasks presented to the student with learning difficulties should be broken into small steps that are given in order of the easiest to the most difficult step. This sequencing will assist in enhancing their understanding. Furthermore, the student needs to have completed a step before being given further direction or instruction.

Source: <https://dsf.net.au/wp-content/uploads/2017/04/Information-Sheet-27-Classroom-Accommodations-for-Students-with-Learning-Difficulties-and-Disabilities.pdf>




5.6.3 Adaptations and accommodations for Learner with Attention Deficit Hyperactivity Disorder (ADHD)

Attention-deficit/hyperactivity disorder (ADHD) is a disruptive behaviour disorder characterized by symptoms of inattention and/or hyperactivity-impulsivity, occurring

in several settings and more frequently and severely than is typical for other individuals in the same stage of development.⁹⁸ ADHD can make family and peer relationships difficult, diminish academic performance, and reduce vocational achievement.

Attention Deficit Hyperactivity Disorder (ADHD) is a behavioural problem that starts during childhood and affects three to five percent of school-aged children.

Classroom Accommodations for Students with ADHD

Physical Accommodations	Instructional Accommodations	Behavioral Accommodations
<p><u>Provide Structured Environment</u></p> <ul style="list-style-type: none"> ❑ Post schedules on board ❑ Post classroom rules ❑ Preferential seating (near teacher, between well-focused students, away from distractions) ❑ Organize workspace ❑ Use color coding for notebooks, folders and text covers <p><u>Provide Private Work Space</u></p> <ul style="list-style-type: none"> ❑ Quiet area for study ❑ Extra seat or table ❑ Standing work station ❑ "Time out" spot <p><u>Provide Learning Centers</u></p> <ul style="list-style-type: none"> ❑ Reading corner ❑ Listening center ❑ Hands-on area  <p>Structured environments directly relate to school success !</p>	<p><u>Repeat and Simplify Directions</u></p> <ul style="list-style-type: none"> ❑ Keep oral directions clear and simple ❑ Give examples ❑ Periodically ask child to repeat back directions ❑ Make eye contact ❑ Demonstrate how to approach tasks <p><u>Provide Directions in written Forms</u></p> <ul style="list-style-type: none"> ❑ On board ❑ On worksheet ❑ Copied in assignment book by student and initiated by teacher  <p><u>Use technological Learning Aides</u></p> <ul style="list-style-type: none"> ❑ Tape recorders ❑ Record lectures and assignments ❑ Computers ❑ Multi-sensory manipulatives <p><u>Modified testing</u></p> <ul style="list-style-type: none"> ❑ Distraction-free environment ❑ Extended time ❑ Extra credit option (i.e. make up your own questions and answer it) 	<p><u>Use positive Reinforcement</u></p> <ul style="list-style-type: none"> ❑ Positive verbal or written feedback ❑ Reward systems and incentives ❑ Give tasks that can be successfully completed ❑ Private signals to refocus student ❑ Role play situations ❑ Weekly individual time ❑ Conference opportunity  <p><u>Be consistent</u></p> <ul style="list-style-type: none"> ❑ With rewards and consequences ❑ With academic expectations <p><u>Promote Leadership & Accountability</u></p> <ul style="list-style-type: none"> ❑ Assign jobs that can be performed well ❑ Student of the Week/Month ❑ Provide responsibilities <p><u>Specify Goals & Reinforce w/Incentives</u></p> <ul style="list-style-type: none"> ❑ State tangible goals and time table ❑ Reward system ❑ Incentives chart for work and behaviour ❑ Student contracts <p><u>Communicate w/Parents, Teachers, etc.</u></p> <ul style="list-style-type: none"> ❑ Letters, meetings. Phone calls, e-mail ❑ Progress reports ❑ Use school staff for support, find an ally

Source: <http://www.attentiondeficit-info.com/pdf/classroom-accommodations-students-adhd.pdf>

5.6.4 Adaptations and accommodations for Learners with Cerebral Palsy

“Cerebral” means brain. “Palsy” means a disorder of movement. CP refers to a group of non-progressive neuromuscular problems of varying severity. Cerebral Palsy is damage to the brain, primarily to the part of the brain that controls motor functions. However other parts of the brain may also be affected. In such cases the person affected has more than one disability. The extent of the damage varies from person to person. Mild disability might mean fine motor skills, like using scissors or writing, are difficult. Severe disability can mean poor movement of all four limbs, the trunk and neck. The child may even have difficulty in swallowing.

Cerebral Palsy is a condition whereby brain trauma adversely affects a child’s motor abilities and refers to a disorder of movement or posture. So accommodation & adaptation Strategies for learner with cerebral palsy are (Cerebral Palsy Modifications & Accommodations, n.d):

- a. For the development of Physical Environment, a teacher must be aware of -
 - i. learner’s impairment and severity.
 - ii. arrangement of the classroom mobility to all areas and activates for learners using a wheelchair or crutches.
 - iii. arrange of the classroom seating for learners using special chairs, and spaces for wheelchairs and,
 - iv. provision of proper transportation accessibility and barrier free environment. (BFF)
- b. For the development of Instructional Activities, a teacher must be aware of -
 - i. taping the learners paper to their desk
 - ii. attaching their pencil to the desk with a piece of string and masking tape for easy retrieval, pencil grips
 - iii. assigning a learner to deliver and collect appropriate papers for the learner
 - iv. allowing learners to answer questions orally and,
 - v. providing the learner with lecture notes
 - vi. physical therapists who can teach children with cerebral palsy to learn better ways to move and balance.

- vii. occupational therapists who can teach children better ways to use their hands, arms, and upper body.
- viii. speech and language therapist who can teach children to speak more clearly, speak in sentences, improve their listening skills and communication with other

5.6.5 Adaptations and accommodations for Learner with Autism Spectrum Condition (ASC)

Autism Spectrum Condition is considered to be the result of a neurological disorder that affects the functioning of the brain and is some of the most common developmental disabilities. (Kira, 2006).

As adapted from Wright, 2001, the following are the accommodation & adaptation strategies for learner with Autism Spectrum Condition:

- i. Develop and use visuals for instruction. These are visual program, highlighting important information, using completed models, Colour coding relevant information and providing visual directions
- ii. Evaluate and assess sensory needs and schedule sensory activities throughout the day.
- iii. Develop social stories and social scripts and to be given to the learner's choices and control.
- iv. Provide trained peer support for the autistic individual and the teacher should assist with peer social interaction, as well as provide additional support as and when needed.
- v. Conduct training programme in autism spectrum conditions for all staff members who come in contact with the learners.
- vi. Actively use a home/school communication book that outlines specific progress and challenges that occurred during the home and school environments.
- vii. Provide small group instruction, rather than large group instruction.
- viii. Use role-play and develop the using rules. These are social, communication, behaviour, and general action.
- ix. Develop and use a communication system across home and school environments.
- x. Provide activities to teach and support social/emotional skills.

5.7 Adaptations and accommodations for children with intellectual impairment

According to Küpper and Hamilton, n.d., Intellectual Disability (ID) is a limitation in cognitive functioning that affects attention, memory and behaviours. Accommodation & Adaptation Strategies for learner with Intellectual Disability are:

- i. Create opportunities for success by emphasizing the strengths and interests of the learners.
- ii. The learners IEP team must be active and they must develop an individualized education program (IEP) for the learners and that lists learning goals on short term and long term for the learners.
- iii. Each and every movement of teaching to go step by step and by breaking up longer tasks into shorter sub-sections.
- iv. Immediate feedback helps the learner make a connection between their answers, behaviours, or questions and the information you are presenting as the teacher.
- v. Schools play an important part in helping learner with ID learn life skills, which include health and safety, personal hygiene, manners, getting along with others, basic math and reading, money management and skills for the workplace.
- vi. Teachers can play a positive role in socializing and help the learners in inclusion of learner with intellectual disabilities in classrooms and throughout the school.

5.8 Adaptations and accommodations for gifted children

Accommodations for Gifted Students

As discussed earlier, the three areas that can be adjusted to Differentiated Instruction are content, process and products. For gifted students (Gifted & Talented Learners, n.d.):

Content - Keeping in mind the characteristics of the gifted learner, the content or subject material may need to be provided at a faster pace or higher instructional level. Some strategies that might be utilized for adapting the content include customized learning contracts as well as:

- *Acceleration* is the practice of providing students with a higher than normal level of instruction to meet their learning needs. Sometimes the teacher provides advanced curriculum, allows a student to skip a grade (when they are advanced in all areas), or the student is allowed to take a specific course (such as math) at a higher level. The research shows that acceleration is a successful strategy, even though many educators resist its use.
- *Curriculum compacting* allows students who independently finish their work before the rest of the class to take a test over the material. If they do well, they can spend the rest of the time working on a project of their own choosing.
- *Tiered assignments and instruction* involves the use of pre-tests to determine what students know, and then the teacher plans different kinds and degrees of instructional support and structure, depending upon each student's needs.

Process Skills – You can also adjust the processes used to engage gifted learners.

Process skills include the use of:

- Higher level thinking.
- Creative thinking.
- Problem solving.
- Research skills.
- Allow for freedom of choice.
- Provide open-ended options.

Products – Students can develop a variety of products to show their learning. Products that draw upon a variety of learning styles and intelligences include: models, diagrams, letters, videos, debates, displays, dramatizations, multimedia presentations, concept maps, stories, sculptures, paintings, songs, scripts, classification systems, advertisements and creating content web sites.

The Learning Environment – It is essential that the social, emotional, and physical environment of the classrooms be a safe and supportive environment for all students. Gifted students occasionally report that they feel different or isolated. Teachers can provide a safe and supportive environment by promoting group planning and problem solving opportunities. The learning environment for gifted students should be:

- Flexible and open
- Encourage independent and intrinsic learning
- Be accepting and non-judgmental
- Promote complex and abstract thinking.

GIFTED STUDENTS: RECOMMENDATIONS FOR TEACHERS

It is estimated that students who are gifted and highly talented encompass 5 to 15% of the school age population. These advanced students can have increased capabilities in academics, creativity, music, dance, art, and/or leadership. The following recommendations are made to involve gifted learners more meaningfully (Bauer, Benkstein, Pittel & Koury, 2013):

- 1. Compact the curriculum and provide enrichment activities.** Provide environments that are stimulating, and address cognitive, physical, emotional, and social needs of gifted children in the curriculum. Let the students move quickly through the required curriculum content and onto more advanced material. Allow for academic rigor.
- 2. Implement a multi-level and multi-dimensional curriculum.** Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning. This will enable all students in the class to learn about a specific area by creating projects at their own ability level. For example, if students are learning about the different states of India, students of different ability levels can be assigned to different types of tasks. At the conclusion of the class, all of the students can present what they have learned to the entire group.
- 3. Be flexible with the curriculum.**

Take advantage of real-life experiences that can be translated into problem-solving academics for all students. Students of different ability levels can be given different tasks

- 4. Make the curriculum student-centered.**

Engage gifted students in the curriculum decision-making process, giving them an opportunity to learn how to take responsibility for their own learning. Draw the curriculum from the students' interests and educational needs.

5. Allow students to pursue independent projects based on their own individual interests.

Independent projects can be assigned on the basis of ability level. Encourage creativity and original thinking among gifted students. Allow them to explore ways of connecting unrelated issues in creative ways.

6. Allow gifted children to assume ownership of their own learning through curriculum acceleration.

Instruct them to work ahead to problems of skills that they do not know. To help children learn the value of attaining knowledge in their lives, encourage learning for its own sake, rather than emphasizing the end results or accomplishments. Teach research skills for accessing information; higher level thinking skills for processing it; creative thinking and problem-solving skills for flexibility in approach and generation of information; and communication skills for sharing it.

7. Try to maximize your students' potential by expecting them to do their best.

Encourage them to advance as quickly as they can. Assist in developing projects that allow them to achieve success one step at a time.

8. Teach interactively. Have students work together, teach one another, and actively participate in their own and their classmates' education. Note: Emphasis should be on working together in the classroom.

9. Explore many points of view about contemporary topics and allow opportunity to analyse and evaluate material. Allow open forums and debates in the classroom about controversial issues. As a teacher of gifted children, take an active stance. Be an advocate for gifted students. Utilize specialized training to ensure the ability to meet the needs of gifted students. Share personal interests with all students, to enrich and expand their world.

10. Consider team teaching, collaboration, and consultation with other teachers.

Use the knowledge, skills, and support of other educators or professionals in the schools.

11. Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.

12. Encourage gifted students to participate in extracurricular activities that involve academic skills. Examples include math and debate teams. Because gifted

children are often natural leaders, it is important to invite them to use their talents and abilities in beneficial, rather than disruptive, manners.

- 13. Involve students in academic contests.** Gifted students tend to be competitive by nature. Therefore, participating in regional and national competitions such as spelling bees, science fairs, and essay competitions will be fun challenges.
- 14. Allow gifted children to create and publish a class newspaper to distribute.** This consists of assisting students in understanding their special capabilities and the training necessary for them to reach their full potential.
- 15. Set individual goals.** Help guide students in creating their own goals and set goals that are specific, measurable, aggressive, realistic, and within a reasonable time frame. Be sure not to place expectations that are too high or too low.
- 16. Consider parental input** about the education of their gifted children.
- 17. Always remember that gifted children are similar in many ways to the average child in the classroom.** Do not place unrealistic expectations and pressures on gifted children.
- 18. Address the counselling needs of each student** to support emotional growth, as needed. Some gifted students have issues regarding anger, boredom, bullying, delinquency, isolation, depression, peer relations, perfectionism, dropping out of school, stress, frustration, and underachievement. About 20-25% of gifted students have emotional difficulties.
- 19. Remember that gifted children may not excel in all areas.** They may be ahead of other students in some areas and behind in some areas. Become aware of the strengths and weaknesses of the children in your class.
- 20. Do not assign extra work to gifted children who finish assignments early.** This is unfair and frustrating to them. Simply offering more of the same only restricts further learning. Instead, allow those children to work on independent projects or other unfinished work when they finish an assignment early.
- 21. If a child attends resource rooms, communicate with the specialist for suggestions on how to enrich daily classwork.** Avoid penalizing the child for special class attendance. Have another child in the regular classroom take notes and assignments for him/her.

22. **Provide plenty of opportunities for gifted children and average children to engage in social activities.** Some gifted children may need help in developing social skills.
23. **Try to find the joy and uniqueness in each child. Children may exhibit their gifts on non-typical levels, rather than in general intellectual aptitude of specific academic abilities.** Keep in mind that every child will have different needs.
24. **Organize resources in order to free yourself to work with individual children and give the children greater control of the learning situation.** Supplementary books and learning tools, community resources, and the use of community members with specific skills as mentors can be helpful.
25. **Establish and maintain a warm, accepting classroom.** Teach your classroom community to embrace diversity and honour differences. Provide an environment in which the child can demonstrate his or her potential or aptitude to learn and perform. Teachers should strive to establish a non-competitive, individualized, and open classroom, which allows all students to advance at their own rate of learning.

It may be remembered that implementing some of these strategies will benefit all of the children in the classroom, not just the gifted ones.

5.9 Let us sum up

This unit provides an understanding of the concept of UDL and DI in detail with examples. A number of accommodation & adaptation strategies for Learner with special needs were discussed thoroughly. It encompassed the various aspects of accommodation & adaptation in terms of child's needs and strengths. The provisions of Adaptations and Accommodations for children with sensory impairments, multiple disabilities, neuro-developmental disabilities and gifted were addressed.

5.10 Check your progress

What is UDL? Discuss principles of UDL with suitable examples.

Explain Differentiated Instructions with example.

What is Adaptation?

List two resources of adaptation.

Give two adaptation strategies for learners with I.D.

What is Multiple Sensory Disability?

What are the devices used for accommodation of children with hearing impairment?

What is Neuro-Developmental Disability?

What are the resources you prescribe for a learner with visual impairment in the general classroom?

Give two adaptation strategies for Gifted learners.

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Unit 6 □ Collaborations

Structure

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6.1 Introduction

Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal. Collaboration is similar to cooperation. Most collaboration requires leadership, although the form of leadership can be social within a decentralized and egalitarian group. Teams that work collaboratively often access greater resources, recognition and rewards when facing competition for finite resources.

Structured methods of collaboration encourage introspection of behavior and communication. Such methods aim to increase the success of teams as they engage in collaborative problem-solving.(Wikipedia,2019)

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.).Methods for examining collaborative learning processes include conversation analysis and statistical discourse analysis.

Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Furthermore, collaborative learning redefines the traditional student-teacher relationship in the classroom which results in controversy over whether

this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities.

Differences from cooperative learning

There has been a split regarding the differences between collaborative and cooperative learning. Some believe that collaborative learning is similar to, yet distinct from, cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together. Another proposed differentiation is that cooperative learning is typically used for children because it is used to understand the foundations of knowledge while collaborative learning applies to college and university students because it is used to teach non-foundations of learning. Another believed difference is that collaborative learning is a philosophy of interaction whereas cooperative learning is a structure of interaction. However, many psychologists have defined cooperative learning and collaborative learning similarly. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Some notable psychologists that use this definition for both collaborative and cooperative learning are Johnson & Johnson, Slavin, Cooper and more. (Wikipedia, 2019)

A special education text book which will focus on children rather than levels is required for the new generation of teachers for the day to day work. The teachers are doing their best within today's educational system to make it more effective so that learning needs of a wide range of students are met.

The collaborative team approach is a system which helps the teachers to fully integrate academically, students with disabilities in the general education classroom. It is a integrated process.

Teachers collaboration within the school, helps to promote communities of practice through a series of professional relationships which improves the educational experience and learning outcomes of pupils with special educational needs (SEN).

Collaboration of teachers is noticed when all members engaged in learning community work together which helps to increase student learning and achievement. Teacher's

collaboration is the key for the student's achievement. Collaboration is a continuous process which is only improved by social networks and access to new technology that are changing day by day.

6.2 Objectives

After going through this unit, the students will be able to:

- know about collaboration
- understand various techniques to work with the parents from different angles
- be aware of models of collaborations
- be acquainted with Managing Conflict
- have knowledge of Co-teaching
- be on familiar terms with Mentoring and Coaching

6.3 Models of collaboration

The collaborative team approach for educating students with disabilities in the general education classroom is new concept in education system. Three different collaborative strategies will be discussed for a better understanding of this fairly new concept in education reform. School administrators play a crucial role in supporting the teacher and the special needs student. The extent of that involvement will determine the positive or negative experiences of the teacher, student, and school officials.

Collaborative learning is an approach whereby students are encouraged to interact in pairs or small groups, as a way to encourage increased learning outcomes. It is found that inclusive classrooms that need more individualized approaches to learning for various special education students benefit greatly from collaborative learning. Here are some tips that may be useful for teachers who are seeking to use this approach in their classes.

6.3.1 Types of Teaching Collaborations

In inclusive education various types of collaborative teaching styles are used interchangeably by team teachers. The models being followed are:

Lead, Observe, Assist –

The co-leader observes students and assists them who are facing problem with the concept when the teacher presents new concept.

Teach and Re-teach –

In this system, the lead teacher involves in presenting new materials and activities and co-instructor involves in reviewing the information and skills for retention purposes.

Simultaneous Teaching –

Both teachers present same materials at the same time dividing the class into two smaller groups.

Instructional Stations –

To receive new instruction or work on activities, the students are rotated between several stations which are monitored by teachers.

Supplemental Teaching –

Here, majority of students are instructed by one teacher while another teacher leads a small group of students working for different instructional goals related to readiness or literacy skills on other side.

Co-teaching Rotation –

During the lesson, new information rotating between presentation and support roles is presented by both teachers.

6.3.2 Benefits of the Collaborative Instruction

Collaboration is a wonderful teaching tool. Teachers have the opportunity to assess and differentiate instruction for students more readily and they can learn new instructional techniques from one another to expand their teaching repertoire. Cooperative teaching experiences also provide mutual support and assistance for planning and implementing lessons, assessing students' progress, sharing professional concerns, and addressing students' learning needs. Most importantly, teaming allows more opportunities for students to understand and connect with content thereby maximizing individual learning potential.

Considering the number of ways that team teaching can be used effectively in the classroom, it is no wonder that it remains a popular instructional model. Collaborative teaching allows teachers to impart information to a broader range of learners using approaches that spark students' imaginations while supporting individual learning differences.

6.3.3 Teaching Tips for Collaborative Learning in Inclusive Classrooms

1. Know your learning aims.

It is very much necessary to understand and decide about the aims and goals which are to be achieved, when using the collaborative learning approach. It is also important to understand the reason behind using this approach for this particular classroom task rather than using any other type of approach. Moreover, students' gain also has to be considered while using this particular approach.

2. Be aware of various issues arising from collaborative learning.

While collaborative learning is having various advantages, there are some issues which are required to be taken into account. Fragmentation (Malmgren, 1998) is one of these issues. Students with disabilities likely to miss class times whenever they are to see the 'specialist' (social workers, speech pathologists, etc) and this situation is called fragmentation. In this case, teachers are to make necessary adjustments to resolve this issue.

3. Consider the best type of groupings to be initiated in the classroom.

Some may work better with heterogeneous groups while some may feel free to work with homogeneous groups. At first, it should be clearly understood about the tasks and then plan to be made accordingly.

4. Allocate time for planning and initiating classroom management.

Teachers are to keep a session for setting collaborative group guidelines, creating posters and such activities for preparation for possible issues in personality and behaviours clashes.

5. Prepare adequate self and group assessment guidelines.

It is of much help for the students if they are aware of how they will be assessed individually and as a group when working in a collaborative setting. Use of self assessment and group assessment proforma may help in this case.

6. Provide an environment where students are able to “test and re-check.”

Students may be allowed to do the work and check as is done in ‘trial and error’ method, which will help them to do various experiments and find various ways to learn together.

7. Learn how to develop successful relationships in a collaborative learning environment.

For developing good collaboration in the classroom, it is required to consider various factors like co-operation, communication and compromise. For encouraging successful collaborative relationship in the class, care should be taken for these important factors. (Bright Hub Education, 2019)

6.3.4 Collaborative Team Teaching Services

The general education classrooms where students with disabilities are educated with age appropriate peers are called Collaborative team teaching. It is an integrated service. In this system the children with special needs student are getting the opportunity for education alongside with their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Collaborative Team Teaching ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met including meeting alternative curriculum goals. One special education teacher and one general education teacher are required to form the Collaborative Team Teaching in the classroom. Both the teachers jointly planning the lessons, activities and projects that incorporate all learning modalities. Together, the general education and special education teacher carry out instruction employing a range of methodologies. The number of students with disabilities in a Collaborative Team Teaching class may not exceed forty percent of the total class register. Collaborative Team Teaching classes must adhere to general education class size limits. In the Collaborative Team Teaching, generally class size will be of twenty to twenty five students where the maximum limit of special need children is ten. Generally full time is provided for Collaborative Team Teaching. However, in a departmentalized school program this teaching may be allowed less than the entire day or on an individual subject basis

Conclusion

The collaborative team approach has emerged as a model of addressing the curricular needs of special education children in the regular education classroom. Teachers have many important decisions to make concerning the way in which they are going to provide the best possible education for the disabled student. The collaborative approach offers many different options that can be considered. Disabled and regular education students deserve to receive the best possible educational services. The collaborative team approach is a strategy that can help the teacher attain this goal. Inclusive education requires a commitment from the general education teacher and any other paraprofessional they are working with. It is a major challenge to both teachers and school administrators and requires new school and classroom practices. Every effort must be made by the teachers and the school administrators to accommodate the special needs student. (Tango, T., 1997)

6.4 Working with Parents

The parents and the professional who are engaged with children with special needs have passed an unprecedented time during last twenty years. More effective special needs as well as the trend towards more inclusive and more normalized educational experiences for all children with disabilities helped the persons involved in this process. Moreover, the students with disabilities and their parents have given more scopes to learn by the society.

But students with disabilities and many others who face problem in learning are often marginalized within us, even, sometimes excluded from the school system throughout the world. Children and adolescents with disabilities are inequalities in health care, transport, education, employment and other areas of human life.(Stankovska, G., Angelkoska, S. & Grncaroska, S. P .,n.d.)

Providing support and regular training to parents, facilitating regular access to information and consultation and creating a friendly institutional environment appear among the most frequent recommendations for implementing good policies to engage parents and the community with inclusive education.

6.4.1 Parents Engagement

UNESCO introduces a detailed list of options in its Open File on Inclusive Education for engagement of parents with a target to make the experience a two-way-street type of relationship:

- **Families as activists:**

These families who are engaged in the networks or a associations play a vital role in carry up the education system towards more inclusive approaches and policies. Parent group's action may have a very big impact in the following areas:

- a) Finding out schools which are having a will to more forward.
- b) Establishing links and partnerships with education authorities in support of inclusive education,
- c) Organizing seminars and workshops to introduce new thinking and new practice, and supporting teacher development.

- **Families as contributors to inclusive education:**

In this system, parents are to play the role of supporting inclusion in the family and children's learning development at home. The target of this system is that the families and communities should support the inclusive and learning experiences.

- **Schools, families and the community as partners:**

There are various opportunities for partnerships and collaboration for exchanging information to family members supporting learning at home.

- **Families supporting other families:**

This system is applicable for the families whose parents of children with disabilities live in poverty, isolated communities, or have culturally or linguistically diverse backgrounds. In this case, supports of parents of children with disabilities having a better social or educational position can be very much valuable for the competitively weak section of parents of children with disabilities.

- **Family and community involvement in school governance and management:**

In this system, families of children with disabilities are to involve in the school Management Committees and are to take part in all day to day decision making activities of management and play active role to support it.

6.4.2 Contribution

It is found from the recent research that participation of families in the School Management Committees has been an active contribution of to the process of change in

the education system. The idea of engagement of parents in the day to day activities of management requires the active participation of parents within the process of improving education for all rather than simply involving families, or proposing specific task or set roles for parents..Collaboration should be constructive and an efficient one which is possible when all people engaged in the process feel happy with the system, the different roles are agreed and understood and there should be transparency of information in the democratic process is followed in the system. To make the system more effective it should be kept in mind to provide opportunities for all members to explain their expectations, understand the complexities of the process and discuss regarding the improvement of quality of collaborative process.(Webinar 13 2014)

6.5 Managing Conflict

Very clear instructions of skills and strategies have been laid down in conflict resolution. Education system with a view to resolve a conflict, managing emotional expression and having peaceful, productive interaction with others. These skills have the power to control the situations in which violence may take place. One can prevent, manage and resolve competing needs and interest of people by applying the Conflict Management Skills and concepts without restoring to violence.

6.5.1 Principles of school conflict management programs

The five basic principles of school conflict management programs; these are:

Principle 1: Conflict is natural.

Conflicts are there in every school. People involved in this process can have a good learning experience if they can manage it effectively. Conflict can quickly turn into physical and emotional violence if it is not resolved in an effective manner.

Principle 2: Behavior can be changed.

People (young and adult) involved in Conflict Management Process are able to know the effective ways of managing conflict situations. Improvement of behavior in Conflict situations is possible —

- a) If people are having through knowledge of effective problem-solving concept and skill,

- b) Are given a chance to utilize the new skills.
- c) Are allowed to use their new skills in real life situations
- d) Are able to witness peers and people in authority modeling the new skills.

Principle 3: Kids are not the only ones who need to learn conflict management skills.

Schools are a microcosm of society. The attitudes and behaviors of family members, community leaders and national figures follow students and teachers into the school building. Unfortunately, many adults do not model effective conflict management behavior for children.

Principle 4: Conflict management is an important component of a school's comprehensive prevention program.

Various types of problems are being faced by schools now a day. To sort out those problems, different types of approaches are required. Prevention programmes are organized with a main goal to teach students to make appropriate decisions in their lives. By attending Conflict Management Programme a person can learn about the basic prevention skills, such as ground rule setting, active listening, issue identification, brainstorming, and evaluation of options to solve a problem. During the hard situations when confrontation takes place due to disagreements, peer pressure, violence, and alcohol and other drugs, the young people can handle it in a better way by applying the skills they learnt from these programmes.

Principle 5: Conflict management programs are not “just for urban schools with a violence problem.”

The aim of the Conflict management programs is to provide young people and adults with better skills in communication, problem solving, critical thinking, de-escalating conflict situations and achieving “win-win” agreements and accordingly, the programme are designed. The followings are the outcomes —

- i) Increased citizen participation
- ii) Better parenting skills
- iii) Improved classroom management skills
- iv) Better prepared young people entering the Workforce
- v) Prevention of violence.

6.5.2 The Need for Conflict Management

Since Conflict has become part of everyday life and hence Conflict management skills has become part of everyday life and hence conflict management skills are very much required now a days. Conflict may be of any type — simple as misunderstanding between friends or complex as violence at home. As soon as the conflicts arise, most of them can be and should be solved before they turn into more complex or violent situation. It is very painful to see that many children and adults do not have the skill required to solve the problems.

The committee feels that due to the following reasons conflict management programs are required in schools:

- Society is More Complex and Violent
- Effective Learning Requires a Safe Environment
- Conflicts are Commonplace-Effective Solutions are not

6.5.3 Conflict Management in Schools

Various types of approaches are being applied for the students by the schools to teach conflict management skills. Out of various conflict management skills, the most successful one is when all member (students, parents, staff, teachers and administrators) involved in this process, are given chance to learn and practice conflict management skills and are given the scope to resolve disputes through mediation. There are three types of approach for resolving the dispute such as:-

- a) Mediation Approach
- b) Classroom Approach and
- c) Comprehensive Approach

Mediation Approach

Mediation Approach is a process by which disputes can be resolved by the student and adults without any violence. The mediator creates a healthy atmosphere due to which the disputing parties get ready to listen to each other, feel the other's emotions, identify the key problems, find out various alternatives and finally decide the best way to clear the disputes. Most of the time the disputing parties agree to reach a mutually

acceptable agreement while the disputes are being handled by a mediator. Through the mediator is not having any power to impose a decision on the disputing parties.

Schools try to utilize mediation programs with an intension to reduce detentions and suspensions, to encourage effective problems solving, to improve school climate.

Schools uses these three basic types of mediation programs:

- a) Student peer mediation programs.
- b) Teacher-staff-administrator-parent mediation programs.
- c) Student-teacher mediation programs

a) Student peer mediation programs:

In this process, the trained students are used to guide the disputing students through mediation. Usually, in every school 10 to 20 students are trained in mediation process who are referred as mediators, conflict manages or fuss busters. On the basis of student's age arrangement of mediation is done either in a classroom or mediation can take place at the dispute time and place e.g. on the playground, in the lunchroom or in the hallway. This type of mediation can sortout various types of disputes arising out of jealousies, rumors, misunderstandings, bullying, fights, personal property, and breaking of friendships.

b) Teacher-staff-administrator-parent mediation programs:

Here, trends adults are utilized to help disputing adults for solving their problems. Various types of conflicts like personality clashes, disciplinary actions disputed by parents, development of proper programs for children with special needs, and absenteeism of students are resolved by these programs.

c) Student-teacher mediation programs:

These programs are normally the result of established adult and student mediation programs. These mediations normally deals with the conflicts due to personality clashes, respect issues, behavior issues, lateness and other conflicts that deteriorate the student-teacher relationships.

Classroom Approach

The students get an opportunity to learn and practice conflict management concepts and skill during the classroom approach system with a view to increase personal problem

solving skills, to make the teachers more capable of classroom management and to improve the school climate, this approach is used. Conflict management issued in the classroom basically in three ways. At all age levels in the school, conflict management is infused into existing curricula. The skills of conflict analysis, cooperation, brainstorming of options, identifying common interests and understanding opposing perspectives can be easily infused into all curricula. Conflict resolution is infused by the teachers and educational consultants creatively into the subjects like math, biology, health, English/literature, social studies, and work and family life (home economics). As per teachers report with the infusion of conflict resolution into the traditional courses, the students are able to understand the relationship between academic and real world in a better way.

Conflict management is infused into teachers' classroom management style. Many teachers try to create a positive classroom environment which can help the students to express their uniqueness and can learn to their best abilities. Establishing an effective approach for resolving classroom conflicts is a part of creating positive classroom environment.

Teachers, try to introduce, conflict management into their classroom management style, think that though the teachers are having their power for solving the problem/ conflict, it is better in the long run that if the students are allowed to resolve their own conflicts. It is noticed by the teachers that empowering the students to resolve their own disputes, results in taking responsibilities for their actions due to which the teachers are getting more time to teach.

Comprehensive Approach

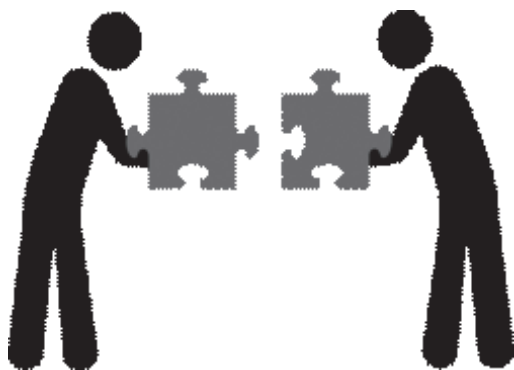
It has been experienced that the most successful method to get young people to use non-violent techniques for resolving conflicts is to teach them conflict management concepts and skills; and to have adult model effective use of conflict management skills. For achieving this goal, a plan is adopted by the schools in which both mediation and classroom approaches are applied and knowledge and skills of conflict management are offered to all students, school personnel and parents.

Identification of other school programs and/or community organizations that complement the school's conflict management efforts is another important part of the comprehensive approach. Violence prevention, Anger management, Peer listening, Girl Scouts' Peace Badge, multi-cultural education and drug free initiatives may be included in complementary programs. Police, juvenile courts, recreation centers, children services,

adult volunteer mediation centers etc. are the community Organizations which can improve school conflict management efforts. (Conflict Management in Schools: Sowing Seeds for a Safer Society, n.d.)

6.6 Co-teaching

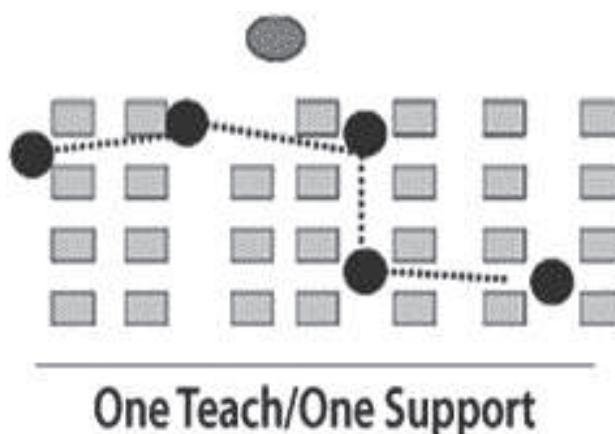
Co-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. This approach can be seen in several ways. Teacher candidates who are learning to become teachers are asked to co-teach with experienced associate teachers, whereby the classroom responsibilities are shared, and the teacher candidate can learn from the associate teacher. Regular classroom teachers and special education teachers can be paired in co-teaching relationships to benefit inclusion of students with special needs.



6.6.1 Models of co-teaching

There are several models of co-teaching:

1. One Teach, One Support



One teacher leads instruction, while the other provides support to students who need additional help or enrichment, gathers observation data, or provides classroom management.

2. One Teach, One Drift



Parallel Teaching

This approach is similar to the 'One Teaches, One Observes' model, but while one teacher is instructing the classroom, the second teacher provides additional assistance and support to students as needed.

2. Parallel Teaching

Each teacher, or teacher and student teacher, plan jointly but each teaches the same information to different halves of the classroom at the same time.

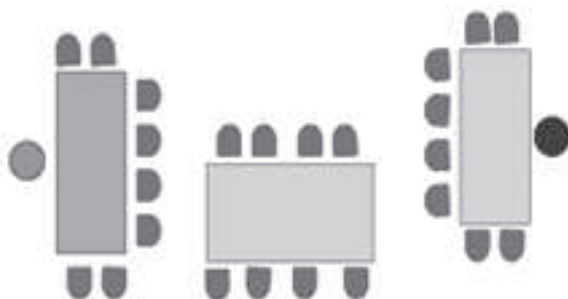
3. Alternative Teaching



Alternative Teaching

One teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.

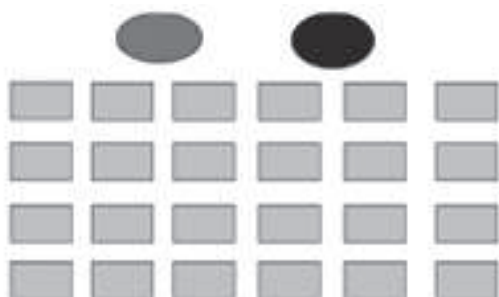
4. Station Teaching



Station Teaching

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide.

5. Team Teaching



Team Teaching

Both teachers are responsible for planning and share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.

Research studies have shown that co-teaching can be very effective for students with special needs, especially those with milder disabilities such as learning disabilities. When implemented correctly, co-teaching can be a very successful way to teach all students in a classroom setting. On the other hand, uninformed teachers can poorly implement this model which will not yield positive results for students. (Veluchamy, V.S. 2018)

6.6.2 Advantages and Disadvantages of Co-teaching Models

ONE TEACH, ONE SUPPORT

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

- Students receive individual help in a timely manner
- It is easier to keep students on task because of the proximity of the teacher.
- It saves time when distributing materials.
- As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
- The supporting teacher can walk around and continue to observe the other teacher model good teaching practices.

Some disadvantages of this approach are:

- Through the eyes of the students, one teacher has more control than the other does.
- Students often relate to one person as the teacher and the other as a teacher's aide.
- Having a teacher walk around during the lesson may be distracting to some students.
- Students begin to expect immediate one-on-one assistance.

PARALLEL TEACHING

In parallel teaching, the teacher and Student Teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:

- Preplanning provides better teaching.
- It allows teachers to work with smaller groups.

- Each teacher has the comfort level of working separately to teach the same lesson.
- Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:

- Both teachers need to be competent in the content so the students will learn equally.
- The pace of the lesson must be the same so they finish at the same time.
- There must be enough flexible space in the classroom to accommodate two groups.
- The noise level must be controlled.

ALTERNATIVE TEACHING

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

- Working with small groups or with individuals help meet the personal needs of students.
- Both teachers can remain in the classroom, so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

- Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the “smart” group).
- The students might view the teacher working with the larger group as the teacher in control.
- Noise level must be controlled if both teachers are working in the classroom.
- There must be adequate space.

STATION TEACHING

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and Student Teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and Student Teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

Some advantages of this approach are:

- Each teacher has a clear teaching responsibility.
- Students have the benefit of working in small groups.
- Teachers can cover more material in a shorter period of time.
- Fewer discipline problems occur because students are engaged in active, hands-on learning.
- It is possible to separate students who need to work away from each other.
- This approach maximizes the use of volunteers or extra adults in the room.

Some disadvantages of this approach are:

- To work effectively, this approach requires a lot of preplanning.
- All materials must be prepared and organized in advance.
- The noise level will be at a maximum.
- All stations must be paced so teaching ends at the same time.
- One or more groups must work independently of the teacher.

TEAM TEACHING

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a Student Teacher or two Student Teachers working together.

Some advantages of this approach are:

- Each teacher has an active role.
- Students view both teachers as equals.
- Both teachers are actively involved in classroom organization and management.
- This approach encourages risk taking. Teachers may try things in pairs that they would not try alone.
- “Two heads are better than one.”

Some disadvantages of this approach are:

- Preplanning takes a considerable amount of time.
- Teachers’ roles need to be clearly defined for shared responsibility.

(STUDENT TEACHING HANDBOOK, 2019)

6.6.3 Steps of Co-teaching

The following six steps are important to prepare for a co-teaching experience:

1. Establish rapport:

The regular classroom teacher and the special education teacher establish a relationship even before the students enter the building. Get to know each other on a personal level. When the two teachers have a comfortable relationship and rapport with each other, the children feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate to resolve problems before they escalate.

2. Identify the teaching styles and use them to create a cohesive classroom:

Instructional and discipline styles are just two factors needed to be examined so that teachers can combine the best of both of their styles to create a cohesive classroom. Both the teachers need to find a balance that makes everyone comfortable. In lesson plan both can use their two styles to complement one another and thus enhance the lessons and the delivery of instruction.

3. Discuss strengths and weaknesses:

Teachers should make a list of strengths, weaknesses, likes and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas.

4. Discuss Individualized Education Plans (IEP) and regular education goals:

To create Individualized Education Plans, the special educator needs to involve the regular educator in the special education process. Students in special education belong to both educators, so the general educator must be informed about the IEP for each child. Otherwise, the teachers cannot effectively execute the plans.

It is important to discuss the modifications and accommodations as well as the goals and objectives to ensure student success in the classroom. The special and regular education teacher can then work together in meeting the student's goals and ensuring adequate progress. In the same way, the regular education teacher should discuss with the special education teacher his or her goals for the regular students, as the regular education students belong to the special education teacher as well. Both educators should be addressing the goals, objectives, and mandatory curriculum for that grade level.

5. Formulate a plan of action and act as a unified team:

Formulate a plan of action in the beginning of the year, disruptions will be minimal. The following items are important in plan of action:

- Scheduling
- Expected classroom behaviours
- Classroom procedures, such as class work and homework policies, turning in work
- Consequences of not following rules and procedures
- Grading
- Communication between home and school

6. Take risks and grow

A wonderful aspect of co-teaching is that it allows both teachers to take risks, learn from each other, and grow as professionals. Co-teaching provides a safety net when teachers take risks in classroom instruction.

6.6.4 Benefits of Co-teaching:

Children with special need students are benefited in the general education curriculum and general education setting by the Co-teaching method.

- Special need students will get specialized instruction.
- Special need students will get the chance to learn in a powerful, individualized manner
- Superior instructional strength and differentiated instruction
- Experience of one teacher will help the other teacher to learn and improve the scope of their teaching capacity.
- Help to reduce negative stigma associated with pull-out programs.
- Special need students may feel more comfortable with their peers.

Conclusion

General education teachers generally consider co-teaching to be contributing positively to their professional development: Special education co-teachers feel an increase in their content knowledge, and general education co-teachers agree with the benefits to their skill in classroom management and curriculum adaptation. (Veluchamy, V.S. 2018)

6.6.5 Implementing Co-Teaching Models

It is not necessary that co-teaching pair will take the help of same teaching model every day. Teaches individual teaching styles, requirements of the classroom and the lesson to be taught are the factors on the basis of which the teaching method is decided. The experience for students can be flawless and very much useful when the co-teachers are ready to apply various, models and are comfortable sharing their classroom as equals.

New co teachers are guess some time for their adjustment. However, they must be dedicated to making their partnership work. Management of various levels of preparation for each model, differences in their knowledge and teaching styles and their individual needs of students must be done by the co-teaches.the methods for co-teaches to improve their partnership and resolve conflicts which are preventing them from providing the most effective instruction in their classroom will be reviewed in a future blog post. (Trites, N.2017)

6.7 Mentoring and Coaching

Mentoring and coaching which are excellent and effective learning and development methods for improving performance within an organization or workplace, for improving leadership and management and for dealing with change.

Definitions of coaching and mentoring can often be unclear and boundaries between the two sometimes become confused. It is also useful to remember that, within organizations, mentoring and coaching can be used as standalone learning, part of the performance development review process (including monthly one-to-one meetings) or as part of the process of training and development.

The learning relationship that develops is key to the process for both coaching and mentoring and helps to support individuals in developing their leadership skills and knowledge. The aim is also to raise the individual's self-awareness of his / her behaviours and negative and positive traits and set goals for personal leadership and organizational development. The mentoring and coaching relationship is very powerful and important as it empowers individuals to find solutions, develop, and reflect on their role. Change can then be supported for themselves and the teams within which they work. The key skills to be a mentor and a coach are similar and include listening, reflecting, effective questioning, empathy, genuineness, and supporting the individual.

6.7.1 What is mentoring?

“The aim is to help and support people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and enable them to become the person they want to be” (Parsloe and Wray, 2000).

Mentoring is a powerful personal development and empowerment tool. It is often described as a professional relationship in which an experienced person (mentor) assists another person (mentee) in developing specific skills and knowledge that will enhance the mentee's professional and personal growth. It is an effective way of helping people to progress in their chosen career and is a helpful relationship based upon trust and respect. Mentoring utilizes a more directive approach than coaching. The mentor passes on his / her expert knowledge to the mentee and fosters a supportive relationship.

A successful mentoring relationship needs space to grow and develop and is built on mutual trust and respect. It is a two-way relationship where both people get the chance

to learn new things. Mentoring also provides more general support to build confidence and the capability to meet current and future development needs. A successful mentoring relationship needs space to grow and develop and is built on mutual trust and respect. It is a two-way relationship where both people get the chance to learn new things. Mentoring also provides more general support to build confidence and the capability to meet current and future development needs

6.7.2 What is coaching?

Peterson and Hicks (1996) defined coaching as “a process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective”. This definition clearly places the emphasis on the coachee as having the solutions and the coach to act as facilitator. Coaching generally uses a nondirective approach and is based on questioning. Some solution-focused approaches recognise the need for the coach to suggest a solution occasionally but generally the coachee identifies the solutions. The role of the coach is therefore to conduct the process and not to direct the outcome. Whilst there has been some consensus about mentoring as being instructional and coaching as non-directive these boundaries are not always maintained and are still debated.

Coaching therefore utilises a series of questions which assist the coachee to explore, learn more about themselves, and become more self-aware. The emphasis is on finding solutions themselves and this process is facilitated by the coach in a supportive environment. Coaching is a short-term relationship, usually eight to ten sessions, and can often be a more holistic approach, discussing areas such as life skills and areas outside work. The coach is not usually an expert in the coachee’s field or area.

6.7.3 Benefits of coaching and mentoring

The benefits of coaching and mentoring include the following:

- providing timely, structured learning and development based on the specific needs of the member of staff at their own pace
- improving confidence and self-esteem
- increasing motivation to take action
- developing the individual’s own understanding of the organisation

- developing new insights and ways of working
- providing an opportunity to receive safe and supportive feedback
- providing an opportunity for staff to reflect on, and plan their career development
- providing an opportunity to reflect on progress in leadership and management
- examining work-life balance issues



Conclusion

Mentoring and coaching have been shown to be key developmental and learning techniques used to engender change, develop leadership skills, raise awareness, and change attitudes and behaviours within the workplace. Several key areas of mentoring and coaching have been explored. It is of course wise to check what coaching and / or mentoring already takes place internally and what is available externally before seeking to address any need for coaching or mentoring within your own service.(Hodges, S. 2017)

6.8 Let us sum up

Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal. Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. In inclusive education various types of collaborative teaching styles are used interchangeably by team teachers. The general education classrooms where students with disabilities are educated with age appropriate peers are called Collaborative team teaching. It is an integrated service. The parents and the professional who are engaged with children with special needs have passed an unprecedented time during last twenty years. In this system, families of children with disabilities are to involve in the school Management Committees and are to take part in all day to day decision making activities of management and play active role to support it. The five basic principles of school conflict management programs; these are: 1: Conflict is natural., 2: Behavior can be changed., 3: Kids are not the only ones who need to learn conflict management skills. 4: Conflict management is an important component of a school's comprehensive prevention program. 5: Conflict management programs are not "just for urban schools with a violence problem." 5: Conflict management programs are not "just for urban schools with a violence problem." Various types of approaches are being applied for the students by the schools to teach conflict management skills. There are three types of approach for resolving the dispute such as:-a) Mediation Approach, b) Classroom Approach and c) Comprehensive Approach. Co-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. This approach can be seen in several ways. There are several models of co-teaching: 1. One Teach, One Support, 2. One Teach, One Drift, 2. Parallel Teaching, 3. Alternative Teaching, 4. Station Teaching, 5. Team Teaching, Mentoring and coaching which are excellent and effective learning and development methods for improving performance within an organization or workplace, for improving leadership and management and for dealing with change.

6.9 Unit End Exercises

1. What do you mean by Cooperative Learning?
2. What is the difference between Collaborative Learning & Cooperative Learning?

3. Discuss briefly the Types of Teaching Collaborations ?
4. Write the Teaching Tips for Collaborative Learning in Inclusive Classrooms?
5. Discuss briefly the five basic principles of school conflict management programs?
6. Write a short note on Conflict Management in Schools.
7. Write a short note on Classroom Approach.
8. Discuss vividly the several models of co-teaching?
9. Write the benefits of co-teaching?
10. Write an essay on Mentoring and Coaching.

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16. professional' and 'Teacher as problem solver'.
17. 'Teacher education', 'Teacher as a researcher, 'Teacher as a decision maker'. 'Teacher as
18. professional' and 'Teacher as problem solver'.

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে খুলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose