

SAMARTHYA - III

A TRAINING MODULE ON INCLUSIVE EDUCATION FOR SECONDARY SCHOOL TEACHERS



ODISHA MADHYAMIK SHIKSHA MISSION

in collaboration with



**REGIONAL INSTITUTE OF EDUCATION (NCERT),
BHUBANESWAR 751 022**

**SCHOOL & MASS EDUCATION DEPARTMENT,
GOVT. OF ODISHA, BHUBANESWAR**

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INCLUSIVE EDUCATION FOR

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पढ़े चलो, बढ़े चलो
राष्ट्रीय माध्यमिक शिक्षा अभियान

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SAMARTHYA-III - INCLUSIVE EDUCATION

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MESSAGE

I am glad to know that the Odisha Madhyamik Sikhsha Mission has developed training modules under SAMARTHYA-III in social science and third language subjects for Class-X.

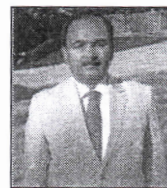
Teacher effectiveness depends on their knowledge in content and pedagogy. To enhance their capacity, training of secondary teachers is one of the prime objectives of Rastriya Madhyamika Sikhsha Abhiyan to provide good quality education by equipping teachers with latest technology of class room transaction. With this vision, for teachers training, modules have been developed by OMSM, RMSA in last years for class-IX and X under the title "SAMARTHYA" in each subject in light of NCF-2005. For the first time, training modules have been developed in third language Hindi and Sanskrit also to impart training to the Hindi & Sanskrit Teachers of our schools to build their capacity.

I hope the modules developed in different subjects will help the teachers to make their class room transaction more interesting and interactive so that the need of our little children may be fulfilled.

I appreciate the effort of Writers, Reviewers, State Project Director and his officials who have rendered their service for this auspicious work.


(Ranjana Chopra)

SRI RATNAKAR ROUT, IAS,
State Project Director, OMSM, RMSA, &
Director, Secondary Education &
Ex-Officio Addl. Secretary to Govt.,
S & ME Deptt., Odisha, Bhubaneswar.



MESSAGE

Equity in Secondary Education is one of the prime objectives of the Rastriya Madhyamika Shiksha Abhiyan (RMSA). The Odisha Madhyamika Shiksha Mission (OMSM) has committed for this to provide good quality education to all children in the age group of 15-16, specifically the children with special need. During the school hour, teachers come in contact, with such type of children with physical or mental disabilities that stands as an obstacle before them for teaching. Teacher as a facilitator has to provide necessary assistance to them, so that they will feel like others in and out of the classroom; during peer learning. In this context, Teacher is to be trained in those strategies that come under Inclusive Education. So that he can able to understand the need of those children and to assist them accordingly to get equal opportunities for education.

Keeping this in view, OMSM has integrated Inclusive Education as a part of the content in the in service Teachers training to equip the teachers. I hope this training module on Inclusive Education, will help our teachers to understand the needs of CWSN and make their learning process successful.

(Sri Ratnakar Rout)

MODULE 1

1.1 INCLUSIVE EDUCATION: CONCEPT AND DIMENSIONS

Day: 1

Session: 1 & 2

Duration: 3 hours

Introduction:

In the present day scenario of education in the country, universalisation of secondary education has been asserted and components of inclusive education as a means of retaining learners up to class 12 (senior secondary level) has been envisaged. In this regards, it is being reiterated time and again that teachers have to be equipped with necessary knowledge and skill to cater to the diversity among learners. Hence conceptualizing inclusive education at the secondary level and addressing the learners from all the dimensions is very essential. The first and foremost requirement is to develop conceptual clarity of inclusive education because many a time teachers and students have a misconception and lack clarity on the issue particularly about the challenges of students with disability. The education and equal opportunities for children with disabilities is an ongoing issue around the globe. The Salamanca document (1994) emphasised for 'school for all' which spell out the guidelines for converting all the schools into inclusive schools. India being a signatory has been supporting education of children with disability in regular schools through various programs and policies. Since 1974 India has been attempting to include children with disability in regular schools with the scheme IEDC starting from elementary level. Majority of the legislations and policies support free and compulsory education to all in an inclusive environment up to elementary stage. It is crucial to link the chain of education without retention even to the secondary stage. To provide access and continue four years of secondary education of the students after the completion of elementary education, schemes like ICT at school, vocational education and IEDSS were launched which subsumed under RMSA with the aim of providing opportunity to pursue secondary education in an inclusive environment. The most important objective of RMSA is the improvement of classroom and school practices at the secondary level to ensure access, equity and quality in education especially in government schools serving common people. This module is proposed to prepare teachers at the secondary school of Odisha with focus on including students with diversity in general and students with disability in particular.

Learning Objectives:

After the completion of the transaction of this module, the participating teachers shall-

- Identify the children who are at risk for exclusion at secondary level because of their deviant learning needs arising due to socio-cultural and/or disability
- Be sensitive towards the diverse learning needs and address them by providing appropriate learning environment in the classroom.
- List the dimensions of inclusive education.

PROCEDURE	DISCUSSION POINTS	RESOURCE MATERIALS
Ice breaker (10 min.) Participants will make a logo which best depicts them and introduce themselves using the logo depicting their 'self'	1. Reflect on the logo to analyse the uniqueness of an individual	Post card size cards, color pencils/ markers
Open house discussion (20 min.) The RP will use three narratives depicting the students - one from disability, one from socially disadvantaged SC community and another from minority community. The RP will present those three instances with a focus on disadvantage of a student creating barrier to learn in the classroom and participate in school activities. Ask the participants to come out with their views on the difficulties of the student narrated by the RP.	2. Identify the difficulties of the children to continue education after the completion of elementary stage based on the narratives. (each group will focus on their own narrative)	Three narratives about three instances depicting difficulties of students from disability, minority and socially disadvantaged community will be projected in PPT mode and two groups will have a copy each one of the narrative Projector, paper, writing material
Group activity (20 min.) The RP will get the participants into 6 groups. Each group would list the difficulties of the children with disability, and those with socio-cultural disadvantage and minority. The participants may share their experiences with one or two such cases. (two groups will have the discussion on one narrative and come out with the discussion points separately)		

After discussion and coming out with points, group leader will make a presentation. RP will add further to strengthen and clarify the issues emerging out of the discussion		
Brainstorming (20 min.) RP will facilitate sharing of the practical experiences challenges of including children from diverse background and opinion from the group will be taken to consolidate and arrive at possible ways of including such students. RP will give additional information on different perspectives on dealing with diversities in the secondary school. (exemplars and success stories from different states and countries can be used) Participants will critically think and reflect on the point of discussion. RP may add further to consolidate the points, and will show the note on concept of inclusive education in projector.	3. In spite of these difficulties can we visualize bringing all these children to secondary school? Then what would be our role to ensure their participation in a system / school / classroom? 4. How can our secondary education system be visualized where students with diversities are accommodated in the same school?	Chart paper and marker. <i>Concept of inclusive education*</i>
Group work (30 min.) At the end RP will present a consolidated note through power point presentation. *Video / movie (1 hr. 30 min.) One video/movie of inclusive practice / classroom management of diversities can be shown RP and Participants may use any movie or video known to them to suit the session *Hollywood movie "Stand and Deliver" or video on The Ron Clark Academy of Atlanta, USA	5. List the different dimensions that make our education system/ school inclusive	LCD and PPT (PPT on Dimensions of inclusive education) Video on management of children with diversities in a classroom

Materials Required for Transaction

- LCD Projector
- Three narratives
- Chart paper, plain paper, markers, crayons and sketch pens
- PP Ts
- Video of inclusive practice at secondary level

Tips for Resource Person for Transaction

- For discussion point 2, three narratives are given below. In addition, the RPs can make use of their own experiences or experiences of the participants. They may also use videos or news paper clippings as alternatives.
- The experiences of the participants during previous training programmes on inclusive education, if they have, may be considered for transaction.
- Consolidation of the concepts or key points may be presented through PPTs related to discussion point 3, 4 and 5.
- RP can make necessary changes in the mode of transaction as per the situation.

Reference Material for Further Learning

- NCF 2005
- RMSA framework (revised) 2011
- Books and e-books on inclusive education

SUPPORTING MATERIALS AND INFORMATION

The following three narratives to be used during discussion point 1.

1. Darshan has intellectual impairment which is certified by competent authority. He is friendly and active, likes to be with his classmates. He has picked functional academic skills which is limited to basic reading and writing such as writing his name and some of his friends' names and reading some common sign boards in his locality. Due to good rapport between the school authority and his parents he was managed positively in the school till class 8. When he entered secondary school the academic demands were very high that teachers did not know how to involve him in the classroom activities. This led to Darshan feeling neglected and slowly he became aloof and started getting annoyed for trivial reasons. As a result whatever he had learnt in the earlier classes started to deteriorate significantly. This challenge has to be addressed by us as educationist, teacher and administrators. So let us analyse:
 - How can students like Darshan be accommodated in secondary level and get the benefit of schooling?
 - Do you think that Darshan's learning can be supported by teachers and peers? How can he be involved in the daily learning process?
 - What are the difficulties of children with other disabilities in the context of education?
2. Chippu is an active and enthusiastic child from the ST community. He was forced into a nearby school by his land lord. Somehow with the persuasion of the land lord and understanding of teachers he spent his time in school up to elementary education. The number of days he spent in school was however less than the days he bunked to spend time in the plantation where his parents worked. Teachers made futile attempts to persuade his parents in the name of mid day meal, bicycle and free ship to send him to the nearby secondary school. Chippu feels claustrophobic in the mechanical culture of the school and never developed emotional bonding to school. He also feels that the curriculum is not relevant to him. Due to this he lost interest in attending school. Ponder over:
 - Why children from the ST community are prone to drop out at secondary level?
 - What are the main reasons for ST children to remain away from school?
 - How can we connect learning to the lives of students like Chippu? Think of possible ways of addressing this problem.
 - If students like Chippu are guided into skill development at the secondary level of education, would it ensure their completion of secondary level successfully?
3. Saira is a bubbly girl from Muslim community. She is inquisitive and explores her surrounding every opportunity she gets. She has grade level achievement in all the school subjects and is entering secondary level in the same school. However she could not build up on school activities based on her foundation of home. Many

a times she felt that the societal and the religious aspects does not relate to her school activities. Her conflicts and confusions grew each day which made her lose interest in the class. Moreover she also feels that there is stereotyping and misconception about the minority community in the school. Contemplate:

- Why children from Minority community lose interest in mainstream schools?
- How can we come out from the mechanical way of treating children from diverse background in the classroom
- In which way teacher can imbibe value and respect to the students from different cultural, social and linguistic background.

Inclusive Education: Concept

When all children are accommodated into one education system, it is termed as 'Inclusive Education'.

- Education that fits to the diverse needs of all students is inclusive education.
- Education that respects every student is inclusive education.
- Education that addresses the needs of all students irrespective of their differences is inclusive education.
- Education that welcomes 'ALL' without any discrimination of diversities is inclusive education.

Inclusive education is where all children, regardless of differences have the opportunity to learn with and from each other. In inclusive settings differences are valued but the focus is on similarities which are common to all children.

Inclusive Education: Dimensions

The major dimensions of Inclusive Education are:

- Addressing diversity- Meeting needs of diverse group
- Accessibility- Providing equity and equality
- Adaptability- Flexibility in the system (physical, curricular, teaching strategy, assessment)
- Autonomy- Providing freedom for success & excellence
- Affordability- Cost effectiveness, resources, time
- Appropriateness- Right-based and Need-based
- Employability- Aptitude/ skill identification and nurturance for vocation
- Equal Opportunities and full participation

MODULE 1

1.2. LEGISLATIVE FRAMEWORKS AND SCHEMES TO ENSURE UNIVERSALISATION OF SECONDARY EDUCATION

Day: 1

Session: 3 & 4

Duration: 3 hours

Introduction:

Because of diverse socio-cultural, linguistic and economic conditions that exist in the society, children of some sections of the society tend to face discrimination at different levels of education resulting in abrupt discontinuation of education. Many Acts and policies have been transformed into frameworks and schemes to ensure equality and equity in education. There are 4 schemes under RMSA with an objective of universalisation of secondary education. Among them the IEDSS and GH are specifically to bring children with disability and girls into secondary education. Once the objective of accessibility is achieved through these two schemes, quality enhancement and retention is aimed at with schemes like ICT @ schools and VE. Many legal safeguards are there to provide equal opportunity and bring in equity in education. This policy and legal framework will become meaningful only when it is translated into practices through thorough understanding and implementation of the schemes to benefit the disadvantaged section of the society to continue education up to class 12. Policies and legal Acts and framework are not to be seen only as a document but they are important guiding factors for all the stakeholders to bring it in action to work towards an egalitarian society. This module is intended to sensitise and chalk out possibilities to implement the programmes keeping in view the context and relevance into school/ classroom practices.

Learning objectives:

After the completion of the transaction of this module, the participating teachers shall-

- List the names of policies and frameworks which focus on inclusive education at secondary level
- Enumerate the specific provisions made in the different policies and frameworks for inclusive education at the secondary level
- Suggest the ways of implementation in compliance with the policies and frameworks on education for creating inclusive environment for children who are socially disadvantaged and those who are with disability

PROCEDURE	DISCUSSION POINTS	RESOURCE MATERIALS
Presentation and discussion (30 min.) The RP will take a review on the awareness about different policies and frameworks (both international and national) relating to inclusive education. Then RP will make a presentation on the Acts, policies and schemes on inclusive education.	1. Trace and explain the specific provisions made in the different policies and frameworks for Inclusive education (international & national).	Handouts of extracts policies and frameworks on inclusive education
Group work (45 min.) The RP will give the brief description of the 4 schemes under RMSA. Then the participants will be divided into 4 groups and each group will be made to sit in a circle around a table where the write up / soft copy/ internet connection to download the documents on one scheme is arranged. The group will read and discuss on that particular scheme and note down the points which supports inclusive education under that. The groups will move to the next table where a different scheme is placed. Likewise all the groups will rotate on the four schemes by going to all the four tables. Group discussion will be undertaken to bring out the major facilities given under each scheme to promote inclusive education. This will be discussed critically among them to arrive at a clearer understanding of the schemes. The discussion will also encompass to bring out the challenges in implementation and arrive at strategies to address them.	2. How does each scheme/programme support students to continue secondary education?	Projector and PPT

Brainstorming (45 min.) The RP will present the discussion point 3 and 4 and distribute the work sheet for visualizing the actual context. The groups will discuss and write down their points in the worksheets. The RP will facilitate all the groups. Each group will present their ideas. The RP will supplement and consolidate at the end.	3. How to address the difficulties/ challenges in the implementation in practical situation 4. Write the ways of dealing with the different challenges mentioned in the worksheet indicators of inclusive classroom in the worksheet	Worksheet will contain exemplars of challenges of including children from diverse needs (examples can be collected from the participants based on their school experiences)
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Materials Required for Transaction

- Handouts of extracts from policies and frameworks on inclusive education
- Worksheet on exemplar of addressing children of diverse needs
- LCD Projector
- PPTs
- Computer and internet access for group work to have a link to the different schemes under RMSA and their implementation report.
- Exemplars on challenges to implement the scheme

Resource Material for the Participants and RPs

- Handouts of extracts from policies and frameworks on inclusive education (Given below)
- Computers with internet connection

Tips for Resource Person for Transaction

- RPs has to prepare extracts of the policies and frameworks which can be used for discussion point 1. Some are given below for ready references and use.

- RPs can prepare on some real classroom situations based on their experience and allow participants to come out with their experience also. RP and participants can share the best practices known to them. Discussion points 4 and 5 have to be based on the classroom situation and experience of RP and the participants.

Reference material for further learning

- Salamanca Declaration and Framework of Action, 1994
- Dakar Framework of Action, 2000
- RMSA Document
- NPE 1986, 1992 (Revised)
- NCF, 2005; SSA framework for implementation (Revised) 2011
- UNCRPD 2009
- Government Reports and Documents related to the schemes

SUPPORTING MATERIALS AND INFORMATION

SALAMANCA DECLARATION, 1994

In 1994, UNESCO organized an international conference to consider the "fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs." The Conference adopted the "Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action," known in short as the Salamanca Declaration, which was endorsed by 92 countries. According to the Declaration, inclusive education requires that: "... Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups." While many countries have well-established schools providing for the educational needs of children with specific impairments, the Declaration strongly recommends that, efforts should be concentrated "on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth – especially provision of teacher training in special needs education and the establishment of suitably staffed and equipped resource centers to which schools could turn for support." When this is established, inclusive schools are more cost effective than maintaining a two-tier system of education.

FRAMEWORK FOR ACTION ON SPECIAL NEEDS EDUCATION

Curriculum flexibility

- Curricula should be adapted to children's needs, not vice-versa. Schools should therefore provide curricular opportunities to suit children with different abilities and interests.
- Children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum. The guiding principle should be to provide all children with the same education, providing additional assistance and support to children requiring it.
- The acquisition of knowledge is not only a matter of formal and theoretical instruction. The content of education should be geared to high standards and the needs of individuals with a view to enabling them to participate fully in development. Teaching

should be related to pupils' own experience and to practical concerns in order to motivate them better.

- In order to follow the progress of each child, assessment procedures should be reviewed. Formative evaluation should be incorporated into the regular educational process in order to keep pupils and teachers informed of the learning mastery attained as well as to identify difficulties and assist pupils to overcome them.
- For children with special educational needs a continuum of support should be provided, ranging from minimal help in regular class rooms to additional learning support programmes within the school and extending, where necessary, to the provision of assistance from specialist teachers and external support staff.
- Appropriate and affordable technology should be used when necessary to enhance success in the school curriculum and to aid communication, mobility and learning. Technical aids can be offered in a more economical and effective way if they are provided from a central pool in each locality, where there is expertise in matching aids to individual needs and in ensuring maintenance.
- Capability should be built up and research carried out at national and regional levels to develop appropriate support technology systems for special needs education.

NPE, 1986, 1992 (revised)

THE EDUCATION OF SCHEDULED TRIBES

- 4.6 The following measures will be taken urgently to bring the Scheduled Tribes on par with others: -
- i) Priority will be accorded to opening primary schools in tribal areas.

THE EDUCATION OF SCHEDULED TRIBES

- iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.

OTHER EDUCATIONALLY BACKWARD SECTIONS AND AREAS

- 4.7 Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

MINORITIES

- 4.8 Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

HANDICAPPED

- 4.9 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.

NATIONAL CURRICULUM FRAMEWORK, 2005

Guiding principles:

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

In the present context, there are new developments and concerns to which our curriculum must respond. The foremost among these is the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.

Disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood.

UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Extracts

Article 24 - Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right 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:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, **or from secondary education, on the basis of disability;**
 - b) Persons with disabilities can access an inclusive, quality and free primary education and **secondary education on an equal basis** with others in the communities in which they live;
 - c) Reasonable accommodation of the individual's requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

THE UNSTANDARD RULES ON THE EQUALIZATION OF OPPORTUNITIES FOR PERSONS WITH DISABILITIES

Equalization of Opportunities

The term "equalization of opportunities" means the process through which the various systems of society and the environment, such as services, activities, information and documentation, are made available to all, particularly to persons with disabilities.

The principle of equal rights implies that the needs of each and every individual are of equal importance, that those needs must be made the basis for the planning of societies and that all resources must be employed in such a way as to ensure that every individual has equal opportunity for participation.

Persons with disabilities are members of society and have the right to remain within their local communities. They should receive the support they need within the ordinary structures of education, health, employment and social services.

As persons with disabilities achieve equal rights, they should also have equal obligations. As those rights are being achieved, societies should raise their expectations of persons with disabilities. As part of the process of equal opportunities, provision should be made to assist persons with disabilities to assume their full responsibility as members of society.

Rule 6: Education

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

- ❖ General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.
- ❖ Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.

- ❖ Parent groups and organizations of persons with disabilities should be involved in the education process at all levels.
- ❖ In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.
- ❖ Special attention should be given in the following areas:
 - Very young children with disabilities;
 - Pre-school children with disabilities;
 - Adults with disabilities, particularly women.
- ❖ To accommodate educational provisions for persons with disabilities in the mainstream, States should:
 - Have a clearly stated policy, understood and accepted at the school level and by the wider community;
 - Allow for curriculum flexibility, addition and adaptation;
 - Provide for quality materials, ongoing teacher training and support teachers.
- ❖ Integrated education and community-based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should encourage communities to use and develop their resources to provide local education to persons with disabilities.
- ❖ In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities.
- ❖ Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in

particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.

GUIDELINES FOR GROUP WORK

Understanding the schemes under RMSA with a view to know how it promotes inclusive education through different schemes (the details are available in the website rmsaindia.org which could be used during group work. If internet facility is not available, soft copies can be downloaded and supplied to the groups)

- i) ICT @ schools
- ii) Girls Hostel (GH)
- iii) Inclusive Education of the Disabled at Secondary School (IEDSS)
- iv) Vocational Education (VE)

Exemplar for group work (challenges of vocational education):

When Darshan entered secondary school, he was way behind grade level performance. The school authorities could know and identify his limitations to learn pure academic subjects at the secondary level. Teachers observed that he was good with fine motor coordination and he would continue to work with involvement if he is guided into making electrical circuits in the physics laboratory. Knowing his limitation in cognitive functioning, teachers were aware that it is futile to force him into the board based exam. His teachers and the principal of the school were desperately looking for an opportunity to put him in an institute which would benefit with his aptitude of eye hand coordination and continued attention in doing such a task. They were even looking for some industries which would work with the schools to learn the necessary skills for this career.

1. How can you help students like Darshan find the right kind of vocational education?
2. Suggest possible vocational areas for students with intellectual impairment
3. Deliberate on the academic support which can be given to students like Darshan so that they complete secondary level of education

Example of best practice of vocational education with institutional collaboration*

ARUNIM (Association for Rehabilitation Under National Trust Initiative of Marketing) is a path breaking initiative for economic empowerment and self reliance of persons with disabilities. ARUNIM uses the opportunity to advocate and break stereo type myths of people by hiring hearing and speech impaired salesman who proved to best with no communication barriers!!! Dimple stunned a customer one day in her jewellery stall by her immense presence of mind which can match no hearing person. When her customer insisted for a mirror to be shown to her to see how she looks with her selected necklace, Dimple communicated through her sign language that she didn't have one yet will display how she looks if she wears it. Customer was curious to know how Dimple could show her without a mirror, but reluctantly agreed to wear it on her neck. Dimple swiftly took out her mobile and clicked her photo and showed her how she looked! Indeed the pleased customer to Dimple's surprise bought more than she required and congratulated ARUNIM's efforts in bringing out the hidden pool of talents who can be great contributors to the National Wealth if given an opportunity.

- * "vocational training and employment opportunities", Status of Disability in India, RCI (2014, New Delhi).

