

# INCLUDING CHILDREN WITH SPECIAL NEEDS (PRIMARY STAGE) FOR THE TEACHER EDUCATORS (2nd Phase)

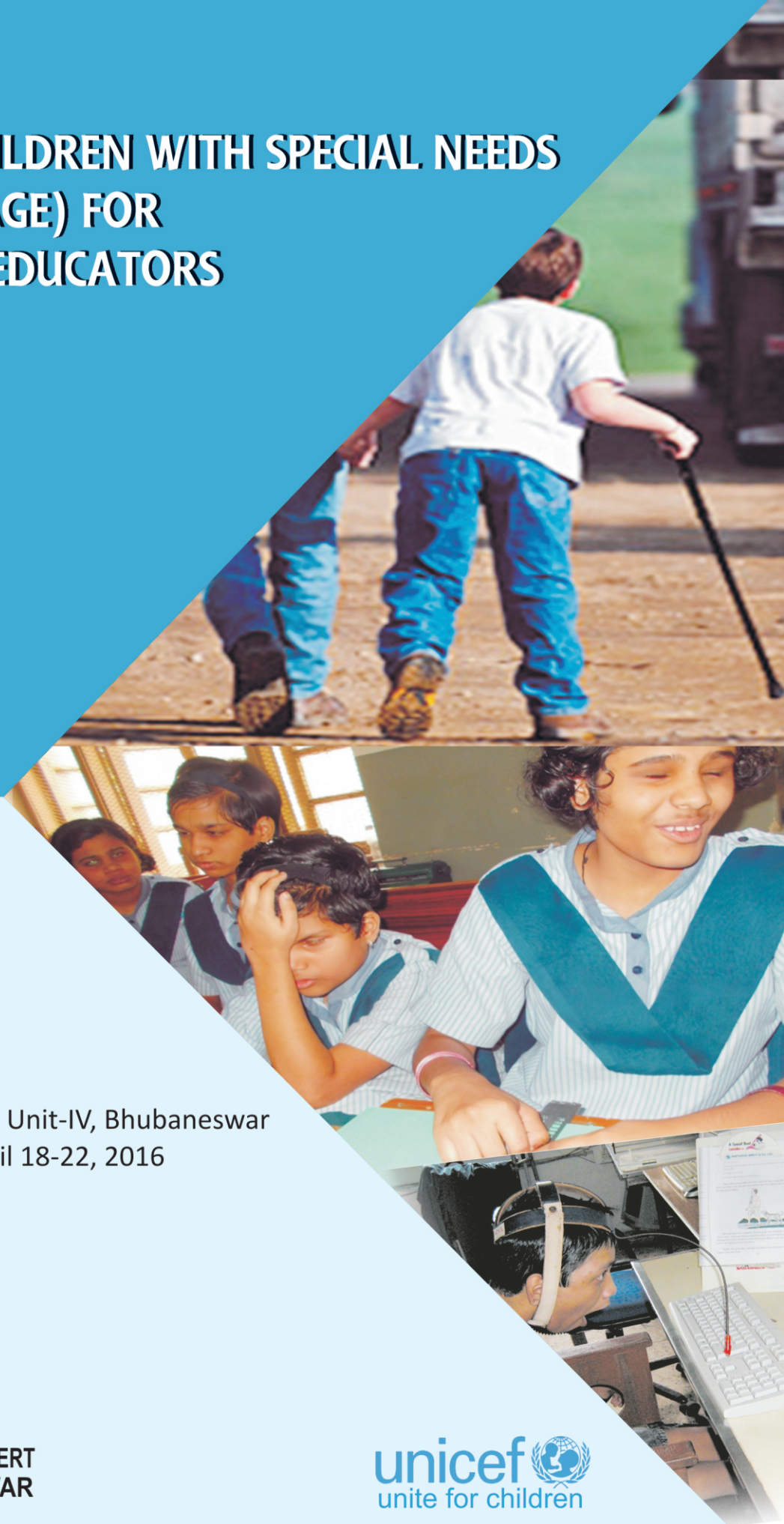
## A Report

Venue : Hotel Sutrupti, Unit-IV, Bhubaneswar  
Duration : April 18-22, 2016



**DIRECTORATE OF TE & SCERT  
ODISHA, BHUBANESWAR**

**unicef**   
unite for children



*Inclusion is not a strategy to help people fit into the system and structures which exist in our societies. It is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.*

*- Diane Richler*

## Introduction

Education is the right of every child because it equips him/her to meet the challenges of life. Children with disabilities need this all the more, to develop their talents so that they can prepare themselves for a happy, productive and useful life. As per the Amendment of RTE 2009, a new thrust is given to the education of Children With Special Needs (CWSN), as without their inclusion, the objectives of Universalization of Elementary Education (UEE) cannot be achieved. So inclusion is an approach that seeks to address the learning needs of all children. Therefore, Inclusive Education refers to the educational practice based on the philosophical belief that all learners, those with disabilities and those without have a right to be educated together in age appropriate class / groups and that all will benefit from education in regular classroom of regular / normal schools.

## Target Group

Teacher Educators Works in different DIETs & BIETs of the State.

## Objectives

- To orient the teacher educators regarding the existing laws, policies, national and international declarations on inclusive education.
  - To provide academic support to elementary teachers/schools by adapting the curriculum by using the Handbook.
  - To develop a Plan of Action for making an inclusive set-up in the institution through minimizing barriers for learning, creating positive attitude among parents, teachers, peers and community members towards the disabled children.
- ## Introduction
- The sessions were planned to be presented through LCD mode and were demonstrated by the resource persons.
  - Group work, discussion and role plays were performed by the participants and making the learning participatory and activity oriented.
  - Reading materials and TLM (e.g-Braille), ABACUS, ball was provided to the participants for reading and reflection.
  - Participants were able to write their names, objects using Braille (both in English and Odia) and express their feelings through sing language linking to learning process.
- To sensitize the Teacher Educators about different types of disabilities and provide a comprehensive knowledge to give maximum opportunity to Children with Special Needs in an inclusive classroom.



# Programme Sessions

Day 1 : 18th April 2016

## Inaugural Session

A five-day training programme on the Handbook of “Including Children With Special Needs (Primary Stage) for Teacher Educators of DIETs / BITEs of the State was organized by the Directorate of TE and SCERT, Odisha in collaboration with Unicef in the conference hall of Hotel Sutrupti, Unit-IV, Bhubaneswar from 18th April to 22nd April 2016. Thirty three (33)



significance of the training programme. Then Dr. Snigdha Mishra, Deputy Director (TE) explained the importance of Inclusive Education in context of RTE and need of the training programme for formation of master trainers. After that, Smt. Sanjukta Behera,

participants were attended the programme. The programme was inaugurated by Dr. Trinath Das, Deputy Director (Admn.) with the presence of Dr.



Snigdha Mishra, Deputy Director (TE), Dr. Nibedita Nayak Deputy Director (Academic), Smt. Sanjukta Behera, OIC, IED and all participants through lightening the pious lamp in front of Lord Jagannath. Dr. Nibedita Nayak, Deputy Director (Academic) welcomed all the participants and highlighted the

OIC, IED briefly discussed the aims and objectives of the programme i.e. to gain understanding of successful practices of implementation of Inclusive pedagogy and develop more examples for curriculum adaptation, teaching strategies and assessment procedure. She further emphasized the role and responsibilities of the teacher educators for building positive attitude and confidence among teachers, parents, school management committee members (SMC), and peers for making a healthy, friendly and barrier free classroom in an inclusive setting.



## Technical Sessions – I

First technical session was started by Shri Ajay Kumar Mohapatra, Lecturer, AYJNIHH (TCTD), Janla, Khordha, RP, regarding Inclusive



Education with video clipping through which the following discussions were made as:

- Learning in special schools, learners in integrated education system and learners in inclusive settings.
- Inner potentialities of the children may be explored and developed through positive attitude of the parents, teachers and peers.
- A constantly evolving process of change and improvement within the school and restructuring the educational culture, policies and practices so that it can accommodate the learner.
- Focused on developing education for learners with disabilities to mainstreaming and helping them to access into the school.

Then the session was break for lunch.

## Technical Sessions – II

The second session was begun with a motivational video clipping on RTE for motivating and energizing the participants towards the topic “Existing Laws, Policies, National and International declarations for Inclusive Education” by Smt. Swarnalata Panda, RP. She highlighted the followings:-

- The universal declaration of Human Right by 1948
- Right of Mentally Retarded Persons (1971)
- The World Programme of Action Concerning Disabled Person (1982)
- UN Convention on Rights of the child (1989)

The Salamanca Statement and Framework of Action on Special need Education (1994) – School should accommodate all children regardless of their physical, intellectual, social, emotional and linguistic conditions and adopting sound pedagogy.

- The millennium development Goals (2000)
- Education for All (EFA) for persons with disabilities 2001
- UN Convention on the right of Persons with Disabilities 2006 etc – equal opportunity to all.

She also discussed about different laws and policies in India such as:



- Integrated Education for Disabled Children (1974), and Inclusive Education for the Children with Disabilities, SSA (2000)
- National Policy on Education (1968, 1986 and 1992)
- The persons with Disabilities (PWD) 1995. – Equal opportunities to all including persons with disabilities.
- The National Trust Act (NTA) – 1999
- NCF (2005) – the Teacher Education Institution will need to reframe their programmes / courses to include perspective concept and strategies of Inclusive Education etc.

The RCFCE Act (2009) – the right to free and compulsory education in a neighborhood school till the completion of primary education.





### Technical Session - III

The last session was discussed by Smt. Manjushree Pattnaik, RP, Open Learning System on the topic "Types of Disabilities" as :

- Concept of disability – as the consequence of an impairment that may be physical, mental, sensory, emotional and developmental or combination of these.
- May be from birth or occur during a person's lifetime.

- Types of disability according to different act like Individuals with Disabilities Education Act (IDET)

Smt. Sanjukta Behera, OIC also suggested some of the basic requirements of the learners of the special needs are like love, affection and attention etc. which motivates them for learning. The discussion for the day was ended with a nice example given by Jayajyoti Panda, Consultant, Unicef that "the attitude of a person makes the things happen not the system or the policy".







## Day 2 : 19th April 2016

Day two began with a prayer by Smt. Smitashree Biswal, TE, DIET, Dolipur, Jajpur along with other participants. Then she readout the previous day's report.

### Technical Session - I

The first session was initiated with the greeting smile of Sri Bhagirathi Mohapatra, Lecturer, Chetana Institute of Mental Retardation, Bhubaneswar on the topic "Intellectual disability". He highlighted on the followings:

- Concept, meaning and historical backdrop of intellectual disability (ID)
- Characteristics and principles of teaching of intellectual disabled learners
- Strategies, issues and implications of ID learner.





## Technical Session - II

The second session was sparked with an inspiring motivational video based on the speech of a mentally retarded speaker by Sri Ajay Mohapatra, RP which is specially designed for hearing impairment”. He discussed the followings:

- Meaning and concept and identification of Hearing Impairment (HI)
- Types classification as sensorineural, conductive and mixed hearing loss.
- Characteristics and causes of HI Children
- Strategies for HI and application of instructional technology for improvement of HI learner



Further he emphasized on real classroom situations and some of the special considerations for the teachers in inclusive settings.

Then the session was break for lunch.



## Technical Session - III

After lunch the third session of the day was taken by Sri Tapas Kumar Nayak, Asst. Director, TE and SCERT focused on “Visual Impairment”. He discussed and highlighted on the followings as:

- Understanding on different aspects of Visual Impairment (VI)
- Identification through formal and informal ways.
- Application of interventions with augmented comparative analysis of three models as charity, medical and right – based approach

through illustrating examples.

The session was quite energetic and participatory where the participants enjoyed the most.





## Technical Session - IV

The last session of the day was discussion by Smt. Manjushree Pattanaik RP on the topic “Cerebral Palsy (CP) and Autistic Children”. She emphasized on the followings as:

- Meaning, concepts of CP and Autism.
- Causes and symptoms of CP and Autistic Children
- Types and interventions for CP and Autistic learner
- Strategies for handling the CP and Autistic Children in inclusive setting



The sessions of the day ended with a motivational video by Jayajyoti.



## Day 3 : 20th April 2016

The third day of the training programme was started with a spiritual bent of mind through a group prayer and previous day's report was read out by sri Swagatam Das TE, DIET , Puri for recapitulation and reflection. Then Sanjukta Behera briefed the learning points.





## Technical Session - I

Shri Tapas Kumar Nayak, RP had started the first session on the topic “Curriculum Adaption for Visually Impaired Children” with the main teaching points as:

- Curriculum adaptation is a process of redesigning the curriculum and other curricular experiences as per the learner's needs.
- To facilitate equal participation for academic and social inclusion of the learners.
- Adaptation of curriculum based on the degree of disability, residual vision, age of impairment



- Discussed on the preparation of equipments, teaching-learning environment and assessment procedure for visual impaired learners.
- Use of multisensory learning strategies like tactual exploration, Braille and alternate experiences etc.

At the end, he concluded that for living together, one should create a conducive environment for learning together irrespective of any diversity.





## Technical Session - II

The second session was started by Shri Muralidhar Das, Lecturer, TCTVH, SIRD Campus, Unit-8, Bhubaneswar, RP, on the topic “Education of Visually Impaired – Curriculum Adoption”.

He had described some practical experiences of the visual impaired children as he is a man of total blindness. The following discussions were made as:

- Sensitize the participants about the potentialities of visually impaired learners and adoption of different strategies through demonstrations.
- Use of Braille (both in Odia and English alphabets), chess, playing cards, ABACUS etc. for mainstreaming and strengthening the potentialities of the visual impaired learners.
- Emphasized the ability of the learners as they used their long-term memory, concentration and attention to recognize their near and dear ones.







The class was highly participatory and enjoyable by the participants. In the last part of the session, Shri Indramani Tripathy, OAS (S), Director, TE and SCERT and the Deputy Directors were visited the training programme and interacted with the participants regarding the academic benefits as well as logistics provisions and suggested that it is our great responsibility to deal with the learners of the inclusive settings.

Then the session was break for lunch.

### Technical Session III and IV

Last two session were taken by Shri Binaya Bhusan Mohapatra, Lecturer, Chetana Institute of Mental Retardation, Bhubaneswar on the topic “Education for Intellectually Disabled Children in Regular Schools, Strategies”. He started the topic with “role play” by dividing the participants into four groups. The participants performed their roles and the message of each group as:

#### Theme of Each Groups

##### Group – I

Both negative attitude of parents teachers community and peers – repel the disabled learners / children in an inclusive school.

##### Group – II

Negative attitude and indifferent behaviour of the teachers are the barrier for enrolment of disabled children in inclusive setting.







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Both negative attitude of parents teachers community and peers – repel the disabled learners / children in an inclusive school.

### **Group – II**

Negative attitude and indifferent behaviour of the teachers are the barrier for enrolment of disabled children in inclusive setting.

### **Group – III**

The positive attitude and initiatives of the



parents about inclusion strengthening the learning process in inclusive schools.

### **Group – IV**

Highlighted the behaviour and acceptance of the teachers and peers facilities learning in an inclusive setting.

The main points of the session were as:

- Concept, meaning and types of intellectual disability (ID)
- Legal issues and educational strategies of ID

## **Day 4 : 21st April 2016**







## Technical Session – I and II

With new expectation and belief all the participants assembled together for a mass prayer lead by Smt. Smitashree Biswal, TE, DIET, Dolipur and Smt. Binapani Padhy, TE, DIET, Khordha. The previous day's report was readout by Shri Ranjan Kumar Rout, TE, DIET, Bhadrak. Smt. Sanjukta Behera welcomed all the participants for the fourth-day of the training programme. Then Jayajyoti exhibited a motivational video clipping based on "There is always a better way".

The joint sessions was lead by Smt. Swarnalata Panda and Shri Ajay Kumar Mohapatra, RPS on the topic "Hearing Impairment and Curriculum Adaptation". Smt. Swarnalata Panda, RP focused the discussion with a dynamic vision on the following points as:

- Concept, causes of Hearing Impairment and its implications

- Primary effect of HI and management of hearing loss.
- Educational interventions, modifications and curricular adoption.

At the middle of the session "a mother of an hearing impaired child" was invited and the participants mere interacted with her and she





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### Technical Session – III

Third session was started with a motivational video clipping by Jayajyoti. The session was taken by Smt. Manjushree Pattanaik, RP about the topic "Curriculum Adaptation for Cerebral Palsy Children" in an inclusive school.



She focused on the followings:

- Introduction of pre-number skills.
- Five steps of teaching as-
  - o Matching
  - o Sorting
  - o Identifying
  - o Naming and generalizing
- Position of spatial concepts
- Picture recognition
- Functional mathematics and establishing the learning environment

- Accommodation for writing problems, language problems and attention problems
- Support system, conductive education.
- Augmentative and alternative communication and assertive devices



Again she had also demonstrated some TLM needed for CP Children.

Fourth Session of the day was started by Sri



B.B. Mohapatra, RP through some lively experiences relating to artistic children. The class was conducted through interactive mode with the help of questions.

He had focused on Curriculum Adaptations through different examples. Participation is highly interactive, participatory and well appreciated by the participants.

The session was closed for the day with a brief summarization by Jayajyoti and valuable suggestions by Smt. Sanjukta Behera.





## Day 5 : 22nd April 2016

The last day of the training programme was started by creating a spiritual atmosphere with folded hands to offer prayer organized by Smt. Smitashree Biswal, TE, DIET, Dolipur along with Smt. Binapani Padhy, TE, DIET Khordha. Then the report was readout by Shri Manoranjan Das, TE, DIET Kandhamal. At the beginning of the session Smt. Sanjukta Behera, OIC gave an overview of the previous sessions.

### Technical Session – I

The first session of the day was initiated by Lipika Sahu, Senior TE, DIET, Khordha on the topic “Continuous and Comprehensive Evaluation (CCE)” in Inclusive setting. She started the class with some questions related to the concept of CCE. She explained the followings:-

- Difference between “what is assessment of learning and what assessment for learning?
- Changes to make in curriculum area, other curricular area and socio-personal qualities for assessing the disabled learners in inclusive setting.

Illustrating with examples were made in different subjects in inclusive setup.







## Technical Session – II

Second session was taken by Shri Tapas Kumar Nayak, RP on the topic “Barrier free Schools and Role of Teachers, Teacher Educators and Community”. He started his discussion by the followings:

- Defining the concept of barrier filled environment and barrier free environment.
- Focused in the change of attitude and environment for improving accessibility.
- Types of barriers as
  - o Architectural
  - o Social
  - o Attitudinal
- Implications of barriers for real and natural setting in the school.

He also integrated some videos for barrier free environment to support and improve the inner potentialities of the disabled learners in an inclusive setting.

## Technical Session – III

The third session was discussed by Dr. Susandhya Mohanty, Senior TE, DIET, Dhenkanal on “Way Forward Programme (Plan of Action) – Role of DIETs / BIETs in Inclusive Education”. She had divided the participants into six groups and assigned the tasks to each group with a time limit of ten minutes.





The third session was discussed by Dr. Susandhya Mohanty, Senior TE, DIET, Dhenkanal on “Way Forward Programme (Plan of Action )– Role of DIETs / BIETs in Inclusive Education”. She had divided the participants into six groups and assigned the tasks to each group with a time limit of ten minutes.

### **Group – I & II**

Plan of Action for Pre-service Teacher Education Programme.



### **Group III & IV**

Plan of Action for in-service teacher training programme.

### **Group V and VI**



Plan of action for the Community and other adopted schools.

Each group was presented their Plan of action and then suggestions were made for successful execution and improvement of the programme in inclusive setting. Then the session was break for lunch.

After lunch, Smt. Sanjukta Behera, OIC, IED had conducted a competency test regarding all the sessions as well as logistics arrangements of five day training programme. Feedback and suggestions were also collected from the participants for further development of the programme in future.

At the end valedictory session was started with the interaction of the participants. Certificates of participation was distributed among the

## **Learning from the Programme:**

- All children have the right to learn with their peers in regular school.
- Inclusive Education acknowledges that all children can learn if and only if a teacher can provide the solutions to the physical and learning barriers faced by a child/ children through adequate training, learning materials and barrier free environment.
- Inclusive Education is all about the development of positive attitudes and behaviours of the parents, teachers, peers and community members for adopting various teaching methods, curricular adaptations and barrier free environment to meet the needs of all children.
- It is a dynamic process which is constantly evolving in accordance with the local cultures and contexts.
- Teachers have responsibility for ensuring that all children can participate fully in the society as they have equality of opportunity in education.
- An inclusive classroom is one in which difference is respected and valued and where discrimination and prejudice is actively combated in policies and practices.
- We have not cured the impairment but have changed the environment for the child. So that the effect of impairment is less marked.



## SESSION PLAN

Day	First 10.00 – 11.30	Second 11.30 – 1.00	1.00 - 2.00	Third 2.00-3.30	Fourth 3.30-5.00
One 18.04.2016	Inauguration registration introduction objectives of the workshop	Inclusive education learner in inclusive context through special schools, integrated education, inclusive education (Ajaya Kumar Mohapatra)	Lunch Break	Existing laws and policies, international declarations etc. (S.L. Panda)	Types of disabilities (M. Pattnaik)
Two 19.04.2016	Education of the V.I identification, provisions strategies (G.C. Patra / T.K. Nayak)	HI children (A.K. Mohapatra)		Education of intellectually retarded children (Bhagirathi Mohapatra)	CP / Autism children identification (M. Pattnaik)
Third 20.04.2016	Education of V.I. Curriculum adaptation G.C. Patra / T.K. Nayak	Education of V.I. children curriculum adaptation (M. Das)		Education for intellectually disable children in regular schools, strategies (B. Mohapatra & B.B. Mhapatra)	
Fourth 21.04.2016	Education of HI curriculum adaptation (S.L. Panda)	Education of HI curriculum adaptation (A.K. Mohapatra)		C.P. & Autism children in Regular schools - Curriculum adaptation (M. Pattnaik and B.B. Mohapatra)	
Fifth 22.04.2016	Barrier free school Role of Teacher, Teacher Educator and community (T.K. Nayak)	CCE in inclusive setting (L. Sahu)		Ways forward programme POA - Role of DIET in inclusive education (S. Mohanty)	Valediction



## LIST OF PARTICIPANTS PARTICIPATED IN THE TRAINING PROGRAMME ON INCLUDING CHILDREN WITH SPECIAL NEEDS

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<b>Resource Person</b>			
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36	Ms. Manjushree Pattanaik, (RP)	9437015266	
37	Ms. Swarnalata Panda, (RP)	9937152987	
38	Ms. Bhagirathi Mohapatra, (RP)	9437126187	
39	Sri Tapas Kumar Nayak, (RP)	9438590624	
40	Sri Muralidhar Das, (RP)		
41	Sri Binaya bhusan Mohapatra, (RP)	9090207307	
42	Ms. Lipika Sahoo, Sr. TE, Khordha, (RP)	9437170677	
43	Dr. Susandhya Mohanty, Sr. TE, Dhenkanal, (RP)	9437070588	



## PLAN OF ACTION

- Sharing the experience of this training programme with co-staffs at DIET level.
- Identification of disable student and encourage their parent to support them.
- Sensitization of Teachers and peers.
- Listing the CWSN within block.
- Make the institute barrier free environment
- Work on required technique and methods for curriculum adoption in an inclusive class.
- Will have a focus group discussion on attitude, perceptions, myth and notions on special children.
- We will visit to our adoptive school and share with them how inclusion is possible.
- Develop a positive attitude in the DIET students towards disability students.
- Arranging seminar among pupil teacher regarding inclusive education.
- Visit nearby schools to convince them for inclusive education.
- Develop some study material collaboratively with the primary teacher to supplement the educational programme for disable students.
- Reduce the superstitious beliefs about disabilities.
- Orient the SMC members from villages regarding the inclusion of disable children during summer vacation.
- Visit to special Schools if near by.
- Conduct different programme for parents of disabled children on change in their attitude and available facilities adopt different techniques.
- Organization of awareness camp regarding including children with special needs for teacher and community members.
- Putting emphasis on inclusive education in pre-service training.
- Use of adopted educational material, teaching learning strategy.
- Motivate parents for an early identification and provide medical treatment.



## FEEDBACK AND SUGGESTIONS

- Field visit for a practical exposure to special Schools.
- Practical demonstration of aids used by impaired children.
- Required more training for blind children.
- This training programme helped in clarifying the concept of different categories of disability about inclusive education
- More TLM may be used (e.g. Braille TLM) in the training programme.
- Demonstration of more techniques to identify the hearing impaired children
- This training programme changes the attitudes of the participants towards special children.
- Training duration should be more.
- Got lively experience from the Resource Persons and required more.
- Sharing of experiences from resource persons are quite interest and develop curiosity.



**COMPETENCY TEST**  
(Answer must be brief)

1. What are the characteristics of inclusive classroom?
2. What are the possible causes of Deafness? As a teacher, how can you teach the children who are hard of hearing?
3. How do the teachers identify VI children in the classroom?
4. What are the major characteristics of Autism?
5. Is adaption of curriculum required for CWSN children? Yes / No, Why and How?
6. What are the characteristics of intellectual disability?
7. Explain the following terms CP, MR, AAMR, ID
8. Which things to be taken care while evaluating the children in inclusive classrooms?
9. Which session / area of the training was the most interesting? Why
10. What about logistic? Any suggestions for improvement?

Name :

DIET / BITE :



