

INDEX FOR

Inclusive Schools



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Azadi Ka
Amrit Mahotsav



एक कदम स्वच्छता की ओर

INDEX FOR *Inclusive Schools*

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NCERT

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FOREWORD

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognises the right of all children with disabilities, both to be included in the general education systems and to receive the individual support they require. Systemic changes to remove barriers and provide reasonable accommodation and support services is essential to ensure, that children who belong to vulnerable groups are not excluded from educational opportunities available to all children in the neighbourhood schools. Similarly, Goal 4 of the Sustainable Development Goals (SDGs) aims to ensure inclusive and equitable education for all. The Rights of Persons with Disabilities Act (RPWD) 2016, also mandates the government and local authorities to provide inclusive education by making schools more responsive to the special needs of children including accessible buildings, transportation, suitable pedagogical and other measures.

There has been considerable progress in this regard in the last few years with a number of international instruments to which India is a signatory— legal frameworks, national level policies and the National Curriculums. Despite this, development of inclusive schools that give equal opportunities to participate to all, has been far from satisfactory. Although enrolment has significantly increased as a result of RTE Act, 2009, there are children and youth who are still deprived of good quality education. There are children who are less likely to start school or attend school as compared to other children. They also have lower transition rates to higher levels of education. Lack of intervention at an early age also has a significant impact on educational opportunities for some children.

The Index aims to facilitate inclusive education by developing schools so that they meet the learning needs of all children and youth. It is a self-reflecting instrument that would help teachers, educational administrators and all other stakeholders to understand the challenges involved, and discover the strategies to overcome barriers. It is hoped that this publication will bring improvement in the whole school system by identifying and removing barriers, and providing reasonable accommodation for enabling every learner to participate and achieve within the regular school settings.

HRUSHIKESH SENAPATY
Director

National Council of Educational
Research and Training

New Delhi
25-11-2020

PREFACE

Responding to the diversity of students in local schools, especially after the Right to Education Act, 2009, calls for restructuring school cultures, policies and practices for facilitating participation of all students in education, including those with disabilities. Inclusive schools do not view individual differences as problems to be fixed, but as opportunities for enriching the teaching and learning processes.

Sustainable Development Goal 4 (SDG 4), under the 2030 Agenda for Sustainable Development adopted by UN General Assembly in 2015, clearly states that obtaining quality education is the foundation to ensure sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the gravest problems of the world. However, for providing quality education to all, it is important that parents, teachers, educational administrators and communities understand why inclusion matters, as this is what will lead to sustainable development.

This Index focuses on all children, but is especially useful for facilitating inclusion for children who continue to be left out of school. A substantial proportion would be children with some form of disability, children belonging to scheduled castes, scheduled tribes and girls. They would also be amongst the poorest.

Inclusive education is a significant part of our policy and legislative frameworks. The Index for inclusion will provide support for improving the reach and effectiveness of strategies under the Government. It will develop the understanding and knowledge required to make inclusive education a reality. There are a range of interventions which could improve quality of teaching and learning for children. The extent to which these can be implemented will depend upon the overall education context and culture in terms of school resources, teacher training, curriculum development and administrative support.

The Index highlights how to increase inclusiveness in schools through teachers, headmasters and other administrators responsible for planning, managing and supporting education in local contexts. The present Index is a revised version of an earlier Index developed nearly a decade ago. It is based on a number of new developments in policy and practice of inclusive education in this country, and also internationally. A number of eminent experts have reviewed the Index and helped in giving it a final shape. The Index is built upon theoretical and practice-based analysis, designed to provide a framework for personal reflection and self-directed activities. I hope it will prove useful for all those who are interested in developing inclusive schools that welcome and respect diversity.

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The Council is also grateful to Mansi Pandey, *Junior Project Fellow* in the Department, who supported development of this document not only through desk research, but also by visiting various schools to pilot the Index. It is because of her hard work that the Index includes some grass root practices as examples. The Council thanks Ilma Nasir, *Editorial Assistant* (Contractual) and Shilpa Mohan, *Assistant Editor* (Contractual), Publication Division, NCERT for editing and shaping this Index. The sincere efforts of Sanju Sharma, *DTP Operator* (Contractual), Publication Division, NCERT are also duly acknowledged.

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Empowerment of Girl Child, Responsibility of All

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WHY THIS INDEX?

We all know that inclusive schools provide the best environment for learning for all students. For a school to be inclusive, the attitude of everyone in the school including administrators, teachers, parents, community members, needs to be positive towards accepting individual differences and diverse learning needs of students in the classrooms. The school community must support and address the individual needs of each child. This Index is a set of indicators to guide schools through the process of inclusive school development. It has evolved out of a comprehensive review of policies, synthesis of research related to inclusive education (given on the next page) and interactions with teachers, administrators, parents and students themselves. It will serve as a resource for teachers, administrators and others interested in improving the quality of teaching and learning in inclusive schools.

In this Index, we help the stakeholders to develop a vision of inclusion and to ascertain where they presently stand in this journey to achieve inclusion. The basic assumption underlying this index is that, inclusion is not a destination but an approach wherein we have to change ourselves in the best possible ways to welcome and accept diversity in children, and for improving their learning outcomes. It will help in building a positive and supporting school environment, to ensure active engagement of children through well chosen tasks and activities so that they realise their full potential. Details of the Index including the basic underlying assumptions, process of development and how to use it are given in Section 3.

The review of existing policies, research and practices given on the next page will serve as a reminder for continued improvement in schools from the perspective of inclusiveness. By focusing on inclusive education, the ultimate goal of this document is to foster and nurture an enabling, child-friendly environment in the classrooms.

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SECTION

1

THE BACKGROUND

THE BACKGROUND

India is a multicultural society made up of numerous regional and local cultures. People's religious beliefs, ways of life and their understanding of social relationships are quite distinct from one another. All the groups have equal rights to co-exist and flourish, and the education system needs to respond to the cultural pluralism inherent in our society.

National Curriculum Framework (NCF), 2005

OUR CLASSROOMS

As an outcome of Right to Education (RTE) Act, 2009, the composition of our classrooms has changed. More and more students with varying levels of abilities are studying together and learning from each other. Learners' diversity is one of the main features that characterise our classrooms today. We now have students in our classes who are so different from one another that we cannot and should not teach all of them in the same manner. We need to develop practices so that all students have opportunities to be challenged and experience success.

Considering the diversity in classrooms, our commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and human rights (*National Curriculum Framework (NCF)¹ 2005, p. 10*) defines the primary guiding principles for education and for our educational policies. These principles have to be translated into inclusive practices for wider participation of all learners in education and for achieving sustainable inclusive education of high quality. This means that schools need to plan their learning tasks and pedagogical practices in a way that all children are engaged equally in the education process. There should be no fear of facing discrimination, exclusion, corporal punishment, abuse or teasing or bullying. Also, the class environment should be such that every child feels happy and relaxed, and not tortured, bored, scared or alone. To uphold the fundamental right to education afforded to all children, creating a safe and inclusive environment for all learners is critical.

However, in reality, when we actually visit the classrooms in our neighbourhood schools, what do we see? We find that even though each child has the right to get admission in school, classroom practices in schools are not flexible, are dominated by rote memorisation and preparation for tests and exams. In classrooms, teachers present and deliver knowledge that is to be generally memorised directly from the text, or at times through different activities and tasks. In such classrooms, evaluation is undertaken to find out what the children can remember. As a result, some children may be pushed out of the system because they are unable to fit in the existing system and the system is not changed for them in any way.

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¹ NCERT. 2005. *National Curriculum Framework (NCF)*. Retrieved <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>. p. 5.

In order to give all learners access to quality education, a dramatic shift from exclusivity to inclusivity is required. We need to take into account not only the cultural diversity, but also diverse social and economic backgrounds and variations in physical, psychological and intellectual characteristics of children if all of them have to learn and achieve success in school (NCF 2005). It is especially important in the light of the 'culture of silence' (Freire, 1985)² often seen in the education scenario where voices of some remain silent while those of others become dominant. How does that happen? Generally, the government pushes the agenda of inclusive education while the practices generally remain ineffective. As a result, children, especially those with disabilities, face a number of barriers and are excluded from classroom practices. The following extract from a conversation with a headmaster will make it clearer:

"Inclusive education is a dictate from the top. Some of these children cannot cope up with the syllabus being taught and therefore are unable to participate in the classroom process. While we cannot wait for them to catch up, we have to keep them in school even if they just sit quietly without understanding anything. I feel they should be taught separately by a special educator."



The Importance of Dialogue: One, Other, Our

- To feel respected, 'one' needs to be heard.
- To respect the 'other', 'one' needs to listen.
- To establish a learning community with shared values and aims, 'one' needs to work with the 'other'.
- To establish 'our' common aims, we need to work 'together'—
 - to openly share 'our' fears and insecurities,
 - to openly share 'our' values and attitudes,
 - to openly share 'our' strengths and weaknesses,
 - to agree on communal goals and ways in which to achieve them and
 - to evaluate and revise our practices regularly.

Gibson, S. & Blandford, S. (2005) Managing special educational needs in mainstream primary and secondary schools (London, Sage).p. 31



² Freire, P. 1985. *The Politics of Education: Culture Power and Liberation*. London, Macmillan.

INCLUSIVE EDUCATION

Throughout the world, including in India, policy of inclusion has become a significant part of all the initiatives taken by the government. Before we go any further, it is important to understand what inclusive education actually means. Many people working in the field still consider inclusive education to be the same as integrated education that started in the 1970s. In other words, for some people “inclusive education is including children with disabilities (CWD) in regular classrooms that have been designed for children without disabilities.” As a movement, “inclusive education” has gained momentum since 1994 when the United Nations Salamanca Statement, signed by 92 member countries, came into existence (1994)³. The statement debated that,

“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 cost-effectiveness of the entire education system.”

Since 1994, move towards creating inclusive schools has been a major initiative for many countries. A number of definitions of inclusive education have been suggested over time. Ainscow, Booth and Dyson (2006a)⁴ have given the following six ways of conceptualising inclusion across various countries:

- **Inclusion as concerned with disability and ‘special educational needs’:** is seen as the most common approach. As the authors highlight, seeing inclusion as concerned with disability and ‘special educational needs’ can act as a barrier to the development of a broader view of inclusion. At the same time, the way categories are used to draw attention to the deficiencies of individuals, rather than addressing wider contextual factors, might create barriers to individuals’ participation.
- **Inclusion as a response to disciplinary exclusions:** here, inclusion is associated with children with challenging behaviour, who might therefore be excluded from school. However, the authors again draw attention to the contextual factors that might lead to these exclusions.
- **Inclusion as about all groups vulnerable to exclusion:** is similar to the first perspective. This way of thinking focuses on certain categories of students, such as travelers and ethnic minorities, who are seen as vulnerable to exclusion
- **Inclusion as the promotion of school for all:** this approach relates to what is called the comprehensive school in England, which refers to the development of a school for all, rather than allocating children in different types of schools based on their attainment.

³. *The Salamanca Statement and Framework for Action on Special Needs Education*. 1994. UNESCO. Retrieved www.unesco.org/education/pdf/SALAMA_E.PDF

⁴. Ainscow, M., T. Booth and A. Dyson. 2006a. *Improving Schools, Developing Inclusion*. London, Routledge



- **Inclusion as ‘Education for All’:** refers to UNESCO’s Education for All agenda, with focus on increasing access to and participation within education internationally, by setting certain goals. As the authors highlight, setting global targets can be challenging, since there are differences at the local level.
- **Inclusion as a principled approach to education and society:** here, the articulation of inclusion, values, such as equity, participation, community and respect for diversity, are seen as important in guiding overall policies and practices.

The recent Rights of Persons with Disabilities (RPWD) Act, 2016, defines inclusive education as —

“A system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.”⁵

The Act emphasises adaptations and accommodations to be made in the teaching and learning processes or methods in an inclusive class, so that the children with disabilities (CWD) enjoy their rights equally with others and live with dignity and self-worth. Although, such an approach is made with an intention that CWD should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all, inclusivity is actually maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs. Caution needs to be exercised in segregating some for special services as this may draw attention to the deficit in the labelled child and may segregate them from others. It may also lead to low expectations from such children, and most regular classroom teachers may feel that these children cannot be educated in their regular classrooms since they require special interventions and the teachers are not capable of handling them. Thus, when we talk about differentiating curriculum and child centred pedagogy, we must understand that it is good for all children and not only for CWD.

So, how do we define inclusion in this Index? If we look at the policy and legislative frameworks that have promoted inclusive education since more than a decade, we feel that most of the Government and Government aided schools should now be having an organisational and cultural climate in place to promote inclusion. We have also introduced inclusive education in our teacher education programmes, both at in-service and pre-service levels. But in reality, we find that implementation of inclusive education has been a slow process and many of our children still drop out of schools or are deprived of quality education. If we truly believe that active participation of all students in all aspects of school life is important to retain them in school, then all of



⁵ The Rights of Persons with Disabilities Act, 2016, December 28. Ministry of Law and Justice. p.3. Retrieved [http://www.ncpedp.org/sites/all/themes/marinelli/documents/Rights%20of%20Persons%20with%20Disabilities%20\(RPWD\)%20Act%202016.pdf](http://www.ncpedp.org/sites/all/themes/marinelli/documents/Rights%20of%20Persons%20with%20Disabilities%20(RPWD)%20Act%202016.pdf)

us have to make efforts in that direction. The most important fundamental change we require in order to achieve this is a change in attitudes.

Hence, in this Index, we define **inclusion as an approach, an attitude or as a philosophy of education, leading to an inclusive society**. As mentioned earlier, values, such as equity, justice, respect for diversity and human rights, concern for others' well-being, participation and community, should form the guiding force behind all educational initiatives. Similar approach has also been defined by different authors like Allan (2005)⁶ who refers to inclusion as “an ethical project, something that we do to ourselves, rather than something that we do to a discrete population of others.” It means that when we change our attitudes in order to be more positive, welcome diversity and respect all, we create a culture in schools that is inclusive by nature. Ainscow, Booth and Dyson (2006a)⁷ also suggest that “inclusion is concerned with all children and young people in schools; it is focused on presence, participation and achievement.” Inclusion in education happens only when we make attempts to include and retain 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.

Most government documents and scholarly publications in India have used three different terms — segregation, integration and inclusion — to explain growth of the inclusive movement. It is important for us here to understand the significant differences between the three streams of education especially implemented for CWD (Pirrie, A. and Head, G., 2007), so that we facilitate inclusion in the right spirit⁸.

An inclusive school environment, by implication, entails doing away with perceptions which are grounded in the notion that inferiority and inequality are inherent in gender, caste and physical and/or mental disabilities.

National Curriculum Framework (NCF) 2005

Segregation	Integration	Inclusion
Focusing on services	Focusing on needs	Focusing on rights
Establishing a medical model ⁹ of disability	Perpetuating a medical model of disability	Positing a social model of disability ¹⁰
Categorisation	Individual adaptation	Institutional adaptation
Providing special treatment	Providing equal treatment	Providing support for all

⁶ Allan Julie. 2005. Encounters with Exclusion through Disability Arts. *Journal of Research in Special Education Needs*. 5, 1

⁷ Ainscow, M., T. Booth and A. Dyson. 2006a. *Improving Schools, Developing Inclusion*. London, Routledge

⁸ Anne Pirrie and George Head. 2007. *Martians in the Playground: Researching Special Educational Needs*. *Oxford Review of Education*. 33-1, 19-31, Pirrie Anne. 2007, Jan 29.

⁹ Medical Model emphasised that it is the individual who is the problem and it is their 'impairment' that is the cause for a lot of negative associations attached with persons with disabilities.

¹⁰ Social model recognised that it is the lack of facilities in the surroundings and infrastructure which is the problem.



Segregation	Integration	Inclusion
Emphasising the importance of a special setting	Emphasising benefits to the disabled person	Emphasising benefits to all pupils
Categorising difference	Managing difference	Celebrating diversity
Atomising the individual	Atomising the system	Unifying the system
Stress on inputs	Stress on process	Stress on outcomes
Separate curriculum	Focus on curriculum delivery	Focus on curriculum content
Professional involvement	Professionals for inclusion	Professionals and parents in partnership
Providing educational opportunities for disabled pupils	Improving educational opportunities for disabled pupils	Parents for inclusion
		Focusing on school effectiveness and improvement.

We now understand that the movement that is based on human rights and social justice and one that can help in addressing inequality in society, is inclusive education. While acknowledging the wider perspectives of inclusion, we must also understand that the most excluded group in our society is of persons with disabilities. We must also acknowledge that disability is socially constructed and the biomedical condition can be made more relevant or less relevant, based on social attitudes or social situations. The social arrangements ranging from **conditions that create illnesses, injuries, and poor physical functioning**, such as malnutrition, health malpractices, accidents to **cultural factors that not only have standards of defining normalcy but also consider disability to be resulting from past sins**, are some examples of social construction of disability. Although there are other categories of vulnerable groups, such as the socially disadvantaged, women and girls, linguistic and religious minorities, etc., the concept of inclusive education is non categorical and aims at providing effective learning opportunities to every child, in particular tailored contexts. In the present time, inclusion is seen as a general process rather than just the inclusion of CWD in education¹¹.

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MAJOR MILESTONES

Inclusion

Inclusion is not

- focusing on an individual or a small group of pupils for whom the curriculum is adapted, different work is devised or support assistance provided;



¹¹. UNESCO. 2008. *Inclusive Education: The Way of the Future*. Retrieved http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/CONFINTED_48-3_English.pdf.

- about how to assimilate individual pupils with identified special educational needs into existing forms of schooling.

Inclusion is

- a process (rather than a state), by which a school attempts to respond to all pupils as individuals;
- regarding inclusion and exclusion as connected processes; schools developing more inclusive practices may need to consider both.
- emphasising the reconstructing of curricular provision in order to reach out to all pupils as individuals;
- emphasising overall school effectiveness;
- of relevance to all phases and types of schools, possibly including special schools, since within any educational provision teachers face groups of students with diverse needs and are required to respond to this diversity.

(Lise Vislie, 2003)¹²

National Level Developments

In order to understand how the practice of inclusion was established in India and in the world, we need to understand the historical context in which these changes from segregation to inclusion are located. Educational policy of India was defined and redefined in many ways during the British rule and also after gaining independence. Some of the significant milestones for development that informally supported education for all are outlined here.

The first initiative was **Wood's despatch (1854)**, named after Sir Charles Wood, that imposed upon the government the task of creating a properly articulated scheme of education from Primary School to University. One of the concerns expressed was how to achieve the objective of providing useful and practical knowledge to the great mass of people.

The Indian Education Commission (1882–83), also known as the Hunter Commission, recommended —

“Supply of normal schools, whether government or aided, be so localised as to provide for the local requirements of all primary schools whether government or aided, within a division under each Inspector.”

The Wardha Scheme, more popularly known as the Zakhir Hussain Committee Report (1938), which was based on the educational philosophy of Mahatma Gandhi, recommended free and compulsory education to be provided to all children for

¹² LISE VISLIE. 2003. *From Integration to Inclusion: Focusing Global Trends and Changes in the Western European Societies*. *European Journal of Special Needs Education*. 18:1. Retrieved <https://www.uio.no/studier/emner/wv/isp/SNE4110/h06/undervisningsmateriale/Vislie%20From%20education%202003-1.pdf>.



seven years on a nationwide scale, with the medium of instruction being their mother tongue. This was later reflected in the educational plan formulated by the Central Advisory Board of Education, popularly known as the Sargent Report (1944). It is this report that proposed a system of universal, compulsory and free education for all boys and girls between ages of six and fourteen years. After this, education was given a significant place in the Constitution of India (1950) with Article 45 enjoining the State to endeavour to promote free, compulsory and universal education for all children until they complete the age of 14 years.

The National Committee on Women's Education (1957–59) chaired by Smt. Durgabai Deshmukh made a special recommendation on education of women as a priority, and suggested bold and determined efforts to close the existing gap between education of men and women in as short a time as possible.

The Kothari Commission (1964–66) undertook a comprehensive review of the entire educational system and recommended moving towards the goal of a common school system of public education—

- that will be open to all children irrespective of caste, creed, community, religion, economic or social status;
- where access to good education will depend, not on wealth or class, but on talent;
- that will maintain adequate standards in all schools and provide at least a reasonable proportion of quality institutions;
- in which no tuition fee will be charged;
- that would meet the needs of the average parent so that they would not ordinarily feel the need to send their children to expensive schools outside the system. The commission further recommended —

“The present social segregation in schools should be eliminated by the adoption of the neighbourhood school concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality.”

The first National Policy on Education (NPE)¹³ in the year 1968, stressed equalisation of educational opportunities for promoting social cohesion and national integration. It was especially concerned with the education of girls, and development of education among the backward classes and tribal people. Also, the vision for education of CWD was articulated as —

“Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.”

The National Policy for Children (1974)¹⁴ also made recommendations for ensuring equality of opportunity. The initial attempts of the NPE, 1968 to create

¹³. Ministry of Human Resource Development. 1968. National Policy on Education. Retrieved mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf

¹⁴. Department of Social Welfare. 1974. Government of India. Retrieved <https://www.slideshare.net/HAQCRCIndia/national-policy-for-children-1974>



THE BACKGROUND

better educational opportunities for all children were further strengthened by emphasis on a National System of Education in the NPE, 1986. The new policy implied that up to a given level, all students, irrespective of caste, creed, location or sex, should have access to education of comparable quality. It recommended education for equality and attending to the specific needs of those who had been denied equality so far. One of the major concerns of the Ramamurti Review Committee (1990) that was set up to review the NPE, 1986¹⁵, was equity and social justice. It repeated the idea of developing a common school system for securing equity and social justice in education, and proposed the transformation of existing government, local body and government-aided schools into genuine neighbourhood schools through quality improvement.

Although the idea of inclusive education is not openly expressed in ancient writings, thoughts emerging from ancient literature and from the philosophies of Tagore and Gandhi, all supported the idea of an inclusive society, wherein, every individual is an important member of the society and education of individuals is a medium of creating a society that provided equal opportunities to all.

Based on the policy initiatives and with an objective to decentralise education, a national initiative called the **District Primary Education Programme (DPEP)** was launched in 1993 to achieve universalisation of primary education (UPE). The DPEPs were brought under a single programme called the **Sarva Shiksha Abhiyan (SSA)** in 2001–2002 in an attempt to universalise elementary education (UEE) through community-ownership of the school system. It was a response to the demand for quality basic education all over the country, and an opportunity for promoting social justice through basic education. In fact, this programme was an umbrella programme that merged several existing programmes of the government, such as Operation Blackboard, Teacher Education, Non-Formal Education (Education Guarantee Schools, Alternative Schooling Facilities, Balika Shikshan Shivar, 'Back to School' camps, etc.), Mahila Samakhya, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Bihar, Rajasthan, UP and AP and the Lok Jumbish Project.

In addition, in the year 2005, the Ministry of Human Resource Development (MHRD) developed a **Comprehensive Action Plan** for including children and youth with disabilities in education and planned to implement it by making use of various initiatives taken

Wood's
Despatch

1854

Hunter
Commission

1882

Zakhir Hussain
Committee

1938

National
Committee
on Women's
Education

1957–
59

Kothari
Commission

1964–
66

First National
Policy on
Education

1968

13



¹⁵ Ministry of Human Resource Development. 1986. National Policy on Education. Retrieved mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf



by different departments in the Ministry. Along the same lines, the NCF (NCERT, 2005)¹⁶ stressed the commitment to inclusive education as stated below:

“The ideal of common schooling advocated by the Kotbari Commission four decades ago continues to be valid as it reflects the values enshrined in the Constitution. Schools will succeed in inculcating these values only if they create an ethos in which every child feels happy and relaxed. This ideal is even more relevant now because education has become a fundamental right, which implies that millions of first generation learners are being enrolled in schools. To retain them, the system—including its private sector—must recognise that there are many children that no single norm of capacity, personality or aspiration can serve in the emerging scenario. School administrators and teachers should realise that when boys and girls from different socio-economic and cultural backgrounds and different levels of ability study together, the classroom ethos is enriched and becomes inspiring. Inclusive Education is about embracing all.”

— NCF, 2005

Further, to strengthen the inclusive education initiative, the Right of **Children to Free and Compulsory Education (RTE) Act, 2009**¹⁷ and **RTE Amendment Act, 2012**, provide free and compulsory education to all children of the age of six to fourteen years (till 18 years for CWD). It states —

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

*The National Policy for Children (2013)*¹⁸ has identified four key priority areas for focused attention: survival, health and nutrition; education and development; protection and participation. As children’s needs are multi-sectoral, interconnected and require collective action, the Policy calls for purposeful convergence and coordination across different sectors and levels of governance.

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¹⁶. NCERT. 2005. *National Curriculum Framework*. New Delhi: National Council of Educational Research and Training. p.86. Retrieved <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

¹⁷. Ministry of Law and Justice. 2009. *The Right of Children to Free and Compulsory Education Act, 2009*. Government of India. Retrieved mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf

¹⁸. Press Information Bureau. Government of India. Retrieved <http://pib.nic.in/newsite/PrintRelease.aspx?relid=118660>

The relevant provisions related to inclusive education in the **RPWD Act (2016)** are given below.

The Rights of Persons with Disabilities Act, 2016

Chapter I Preliminary

Section 2. In this Act, unless the context otherwise requires —

- (i) 'inclusive education' means a system of education wherein students with and without disability learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.
- (ii) 'person with benchmark disability' means a person with not less than forty per cent of a specified disability where specified disability has not been defined in measurable terms, and includes a person with disability where the specified disability has been defined in measurable terms, as certified by the certifying authority; "person with disability" means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders their full and effective participation in society equally with others.
- (iii) 'universal design' means the design of products, environments, programmes and services to be used by all people to the greatest extent possible, without the need for adaptation or specialised design, and applies to assistive devices including advanced technologies for particular group of persons with disabilities.

Chapter II Rights and Entitlements

Section 3. (3) No person with disability shall be discriminated on the ground of disability, unless it is shown that the impugned act or omission is a proportionate means of achieving a legitimate aim.

Chapter III Education

Section 16. The appropriate government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to children with disabilities, and towards that end shall —

- (i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.
- (ii) make building, campus and various facilities accessible.
- (iii) provide reasonable accommodation according to the individual's requirements.
- (iv) provide necessary support, individualised or otherwise, in environments that maximise academic and social development, consistent with the goal of full inclusion.
- (v) ensure that education to persons who are blind or deaf or both is imparted in the most appropriate languages, and modes and means of communication.



- (vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.
- (vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.
- (viii) provide transportation facilities to children with disabilities and also the attendants of children with disabilities having high support needs.

Section 17. The appropriate government and local authorities shall take the following measures for the purpose of Section 16, namely —

- (i) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act.
- (ii) to establish adequate number of teacher training institutions.
- (iii) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille, and also teachers who are trained in teaching children with intellectual disability.
- (iv) to train professionals and staff to support inclusive education at all levels of school education.
- (v) to establish adequate number of resource centres to support educational institutions at all levels of school education.
- (vi) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enable them to participate and contribute to their community and society.
- (vii) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities, free of cost up to the age of 18 years.
- (viii) to provide scholarships in appropriate cases to students with benchmark disability.
- (ix) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities, such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses.
- (x) to promote research to improve learning.
- (xi) any other measures, as may be required.

Section 18. The appropriate government and local authorities shall take measures to promote, protect and ensure participation of persons with disabilities in adult education and continuing education programmes, equally with others.

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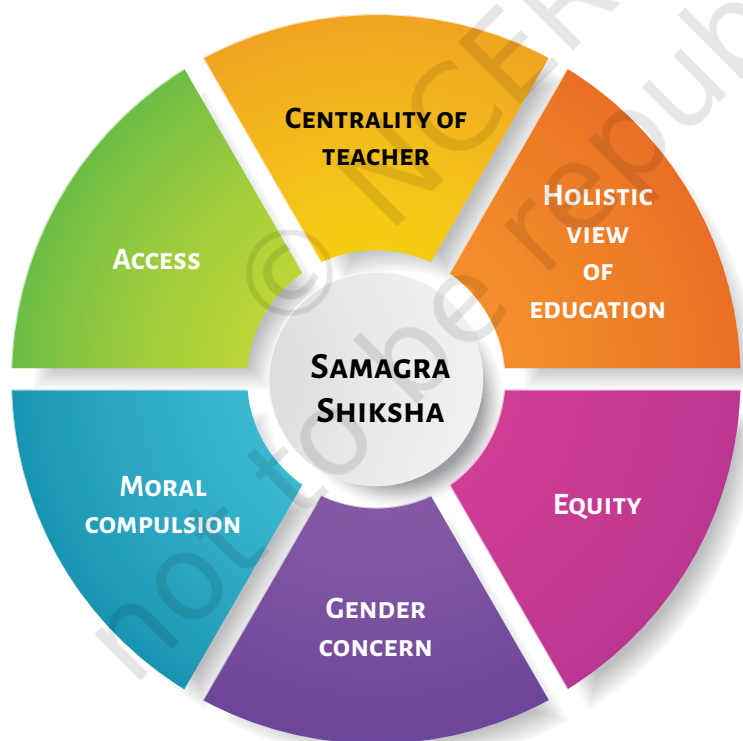
Chapter VI Special Provisions for Persons with Benchmark Disabilities

- (i) Notwithstanding anything contained in the Right of Children to Free and Compulsory Education Act, 2009, every child with benchmark disability, between the ages of six to eighteen years, shall have the right to free education in a neighbourhood school, or in a special school, of their choice.
- (ii) The appropriate government and local authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment till the child attains the age of 18 years.

Source: Ministry of Law and Justice. 2016. *The Rights of Persons with Disabilities Act. Government of India.* Retrieved www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

Finally, the SSA and the RMSA¹⁹, the two major programmes of the Government of India dealing with education for all, have been merged under a comprehensive scheme called the Samagra Shiksha (Ministry of Human Resource Development, 2018).

Guiding Principles



¹⁹. Rashtriya Madhyamic Shiksha Abhiyan (RMSA) that incorporated in the year 2013, the scheme Inclusive Education for disabled at secondary school (IEDSS) launched in 2009 by Government of India.

The major guiding principles of Samagra Shiksha (SS)²⁰, an Integrated Scheme for School Education, Framework of Implementation are²¹ —

Samagra Shiksha Abhiyan: Framework for Implementation

Inclusion of Children with Special Needs in Education

The Integrated Scheme on School Education aims to look at education of all children, including Children with Special Needs (CwSN), in a continuum from pre nursery to Class XII. The scheme will cover all children with special needs with one or more disabilities as mentioned in the schedule of disabilities of the Rights of Persons with Disabilities (RPwD) Act, 2016 studying in government, government-aided and local body schools. The scheme will include assistance for two kinds of components:

Student oriented components:

- (i) Identification and assessment of children with disabilities.
- (ii) Provision of aids and appliances, medical services, diagnostic services, etc.
- (iii) Access to and development of teaching learning material as per requirement, etc.
- (iv) Provision of facilities like transport or escort facilities, hostel facilities, scholarship, assistive devices, support staff (readers, amanuensis), etc.
- (v) Provision of large print text book, Braille books and uniform allowances.
- (vi) Stipend for girl students @ Rs. 200 per month for 10 months to encourage their participation in the school system.
- (vii) The use of ICT to increase access to a vast amount of information not otherwise available.
- (viii) Awareness and motivation camps.

Resource support

For providing resource support to CwSN, the existing human resources appointed under SSA and RMSA will be rationalised and the remaining vacancies to be filled through fresh appointment as per the norms provided at Annexure III. All educators should be registered with Rehabilitation Council of India (RCI). These educators should mandatorily be available for all CwSN, including children with high support needs. The educators may be posted at the block or cluster level or as per the requirement and can operate in an itinerant mode, covering a group of schools where children with special needs are enrolled.

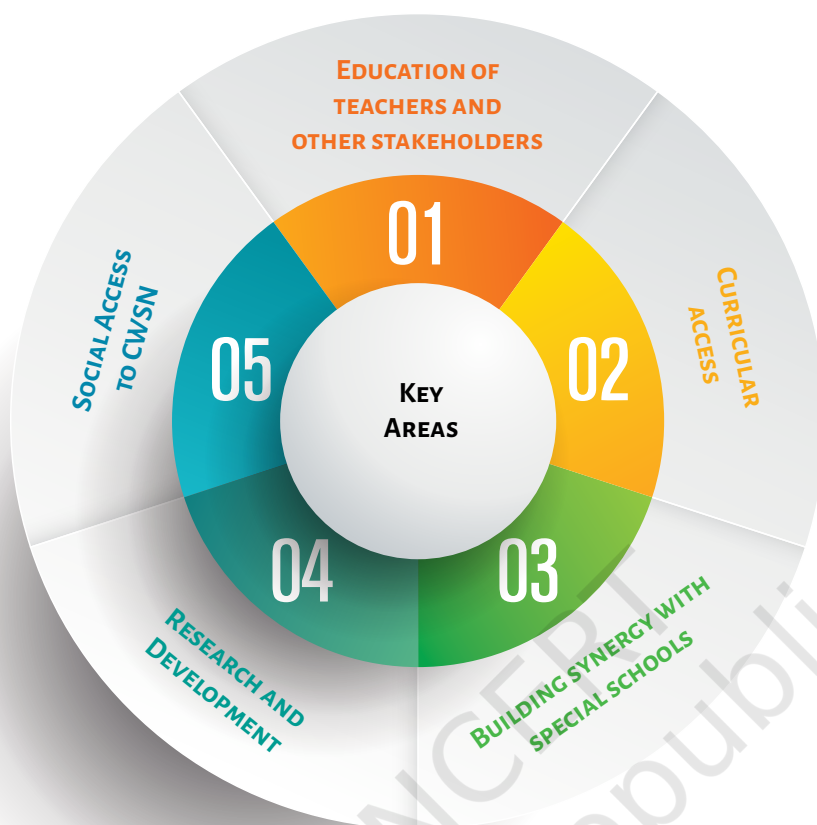
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²⁰. Ministry of Human Resource Development. 2018. Samagra Shiksha. Retrieved http://samagra.mhrd.gov.in/docs/Framework_IISE%20_F.pdf

²¹. The details of the target groups, objectives and other details are available from the website.

Key Areas of Inclusive Education



While the Right to Education Act promised special focus on admissions and retention of CWD, the situation has not seen major improvements. The NCERT study found that disabled children in schools across states still face serious infrastructure and pedagogy handicaps. These challenges include absence of ramps and disabled friendly toilets as well as special teaching materials and sensitised teachers. It must be ensured that schools have at least one section of each class accessible under Universal Design Guidelines. Additionally, a module on sensitisation should be made mandatory in teacher training courses.

Source: NITI Aayog, 2017. Three Year Action Agenda 2017–18 to 2019–20. Government of India. Retrieved niti.gov.in/writer/adddata/files/coop/India/ActionPlan.pdf

19



INTERNATIONAL DEVELOPMENTS

Internationally, inclusion and its strategies originated from several key international declarations, which also impacted the education scene in India. The Universal Declaration of Human Rights (1948) endowed everybody in the world with the right to education.

Under Article 26(1), it was stated:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.”

*“Social attitudes...
may be the
greatest barrier to
participation and
Equality....*

*– World Programme
of Action, 1982*

In Article 28 (Right to Education)²² of the Convention on the *Rights of the Child* (CRC), it was stated that—

“All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way — without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.”

The above proclamation included CWD through Article 23 of the Convention.

The UN Standard Rules (1993) moved from the medical model of disability towards the social model of disability in its Rule 6 on education and stated²³:

“Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisation.”

The 1990, *Jomtien World Declaration on Education for All (EFA)*²⁴ followed by the *Dakar World Education Forum, 2000*, were the most in-depth evaluations of basic education ever undertaken on a global scale. India was a signatory to both these important international developments that considered inclusive education to be one of the key strategies for enabling all children to experience dignity and the confidence to learn and achieve success in school. The Jomtien World Declaration included the Article III on universalising access and promoting equity. Following this, the *Dakar Framework for Action*²⁵ specified the following goal for achievement of Education for All—

“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”

Stemming from the messages of the *Jomtien World Declaration on Education for All (1990)*, the *Salamanca Statement and Framework of Action* was adopted by the World Conference on Special Needs Education, in Salamanca, Spain in 1994.

²². Convention on the Rights of the Child (CRC). 1989. Retrieved https://www.unicef.org/crc/files/Rights_overview.pdf

²³. UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities. 1993. Retrieved <https://www.un.org/development/desa/disabilities/standard-rules-on-the-equalization-of-opportunities-for-persons-with-disabilities.html>

²⁴. World Declaration on Education for All. 1990. Jomtien, Thailand. Retrieved https://bice.org/app/uploads/2014/10/unesco_world_declaration_on_education_for_all_jomtien_thailand.pdf.

²⁵. The Dakar Framework for Action. 2000. Retrieved <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>



It was attended by representatives of 92 government and 25 international organisations. The major approach reiterated in the Conference was inclusive education.

Following this, the *Millennium Declaration*²⁶ was adopted by 189 nations and signed by 147 heads of States and governments in September, 2000. The targets to be achieved were the eight Millennium Development Goals (MDGs). Goal 2 of the MDGs was related to achieving Universal Primary Education.

The Millennium Development Goals Report, 2015²⁷, indicated that primary school net enrolment rate in the developing regions has reached an estimated 91 per cent in 2015, up from 83 per cent in 2000. Later, the *Bivako Millenium Framework for Action* (2002)²⁸ outlined issues, action plans and strategies towards achieving an inclusive, barrier-free and rights-based society for persons with disabilities. To achieve this goal, one of the priority areas specified was *early intervention and education*. Finally, *the Convention on the Rights of Persons with Disabilities*²⁹, ratified in 2007 by India, ensures under Article 24 that CWD are not excluded from free and compulsory primary education or from secondary education, on the basis of disability.

As we see, the philosophy of inclusion and its conceptualisation went through a number of changes internationally, although in India it was still considered from the perspective of inclusion of CWD in regular education. Some of the key international declarations that also impacted the scene in India are given below.

The Sustainable Development Goals

Goal SDG 4.1 "By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."

SDG 4.5 "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

Source: Sustainable Development Goals. Goal 4: Quality Education. Retrieved <https://www.un.org/sustainabledevelopment/education/>



Overall, the national and international declarations, resolutions, policies have regularly given emphasis to include all children in education. In spite of this, all over the world, many children, especially those belonging to the vulnerable sections of society, are tragically still deprived of their basic right to education.



²⁶. UN Millennium Declaration. 2000. Retrieved <http://www.un.org/millennium/declaration/ares552e.htm>

²⁷. UN The Millennium Development Goals Report. 2015. Retrieved [http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

²⁸. Economic and Social Commission for Asia and the Pacific. 2002. *Towards achieving an inclusive, barrier-free and rights-based society for persons with disabilities in Asia and Pacific*. Retrieved <http://undocs.org/E/ESCAP/APDDP/4/REV.1>

²⁹. *Convention on the Rights of Persons with Disabilities, Optional Protocol*. Retrieved <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

DECLARATIONS

2015 | Education 2030: Incheon Declaration and Framework for Action

Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalisation, disparities and inequalities in access, participation and learning outcomes.³⁰

2014 | Global Education for All The Muscat Agreement

- We affirm that the post-2015 education agenda should be —
 - rights-based and reflect a perspective based on equity and inclusion, must support free and compulsory basic education;
 - should expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels, from early childhood to higher education, in safe and healthy environments;
 - should take a holistic and lifelong learning approach.³²

2003 | Diversity, Inclusion and Equity (OECD) Education Policy Analysis

Equity and Inclusion: 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.³⁴

2015 | Transforming our World. 2030 | Agenda for Sustainable Development

Goal 4 aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'³¹

2009 | Policy Guidelines on Inclusion in Education UNESCO

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.³³



³⁰. EDUCATION 2030. 2015. *Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*. p.7. Retrieved <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>

³¹. *Transforming our World*. 2015. *The 2030 Agenda for Sustainable Development*. United Nations. p.17. Retrieved from http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

³². *Global Education for All Meeting*. 2014. *The Muscat Agreement*. UNESCO. p.2. Retrieved unesdoc.unesco.org/images/0022/002281/228122E.pdf

³³. *Policy Guidelines on Inclusion in Education*. 2009. UNESCO. p.8. Retrieved <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

³⁴. *Diversity, Inclusion and Equity. Insights from Special Needs Provision*. 2003. *Education Policy Analysis*. OECD. p. 11. Retrieved <http://www.oecd.org/education/school/26527517.pdf>

SECTION

2

SCHOOLS FOR ALL

ENSURING EQUITY AND INCLUSION AT ALL LEVELS OF SCHOOL EDUCATION



SCHOOLS FOR ALL

The Right to Education (RTE) Act (2009), which makes elementary education a **Fundamental Right of Every Child**, is of great significance to government as well as private schools. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices; our classrooms need to be ready to include students from different backgrounds, with differing needs and abilities³⁵ (Julka 2014).

The Samagra Shiksha Programme, as mentioned in the earlier section, is designed for school education extending from pre-school to Class XII, with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes.

The NCF, 2005 clearly identified values and principles that shift our thinking towards an education system that is child centered, and values and celebrates diversity. School administrators and teachers should realise that when boys and girls from different socio-economic and cultural backgrounds, and with different levels of ability, study together, the classroom ethos (culture) is enriched and becomes more interesting and inspiring. For establishing **Schools for All**, policy makers, administrators and school headmasters or principals across the country need to collaborate with community members, parents and teachers on how to achieve an inclusive learning environment. Teachers also need to work together to reduce existing barriers to participation and learning so that each and every student in the school is welcomed, has a sense of belonging, and is a successful learner.

Who puts the policy of inclusive education into practice?

We know that shifting our schools from present practices to more inclusive practices requires the collective efforts of several key stakeholders. Educational administrators, policy makers and teachers are the main motivational forces who play a unique role in helping students and parents to think and act more inclusively. To be successful in bringing changes in school and classroom practices, they need to assemble the necessary resources and people.

EDUCATIONAL ADMINISTRATORS

Who are educational administrators?

In this document, under these terms we consider all headmasters, principals, cluster, block, district, state level coordinators of *Samagra Shiksha*, members of School Management Committees (SMCs), other State level Officers involved in planning and managing inclusive education, and policy makers. We know that Educational Administrators are the best people to organise and administer schools for diverse students. Although all the important education documents, such as the NPE 1986,

³⁵ Julka, A. 2014. *Including Children with Special Needs: Primary Stage*: NCERT, New Delhi.



NCF 2005, RTE 2009 and the recent RPWD Act 2016, talk about equality and justice, and administrators realise the values that need to be practiced, reality on the ground is quite different. Acceptance of the ideal of equality is not observed in the realities of control and stratification that exist at ground level.

What is the critical role of educational administrators in creating inclusive schools?

Schools are now the focus of an increasing number of programmes aimed at enhancing quality of education and spreading awareness about societal concerns, such as the environment, health, safety, cleanliness and so on. Educational administrators play an important role in promoting and sustaining change in schools. They can guide all members of the school community so that school practices are compatible with the philosophy of inclusion. They help in creating school environments where all students

are welcome, respected, are learning and participating. They need to provide both academic and non-academic leadership to schools; however, their academic role is yet to be adequately realised in the country. Understanding their leadership role for inclusion would help parents, teachers and community members to collaborate better with not only the school but also with the administrators in particular.

Their role also includes identifying supports for addressing diverse needs in schools, articulating, training and supervision, organising physical resources, mapping of school participation and allocating financial resources.



Source: <https://www.edutopia.org/blog/qualities-of-great-school-leader-elena-aguilar>

At present, they are seen largely as the administrative authority within the school, though they lack the necessary control to exercise this authority, or even to ensure regular school functioning. Often, they are equipped with neither the capacity nor the authority to exercise choices and judgment relating to the school curriculum³⁶.

Unfortunately, educational administrators, especially Headmasters, are often overwhelmed

Differences hold great opportunities for learning. Differences offer a free, abundant and renewable resource. I would like to see our compulsion for eliminating differences replaced by an equally compelling focus on making use of these differences to improve schools.

Source: Barth, R. 1990. *A Personal Vision of a Good School*. Phi Delta Kappan, p. 71, pp. 512-521.



³⁶ NCERT. 2005. *National Curriculum Framework*. National Council of Educational Research and Training. New Delhi. p. 105.

by the numerous programmes they are called upon to conduct and participate in. As a result, they lack time for bringing in desired changes in the schools.

For developing effective education for diverse learners, the administrators need to assume a number of leadership tasks. Some such tasks are:

Understanding the philosophy of inclusion and setting a vision

In the existing school environment, there would be a broad spectrum of learning needs that have to be met by providing appropriate responses. Inclusive education is not simply a change of terminology from integrated education. It is a movement, a process that addresses and responds to the diverse needs of learners. 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 (UNESCO 1994)³⁷.



Hence, it becomes important that all those who are responsible for implementing inclusive education, and even students who receive it, understand individual differences and the resulting culture within classrooms. Administrators need to build their vision around such inclusive culture. It is significant that decisions made and initiatives undertaken should reflect the school's commitment to inclusion. No decision, structure or practice should exclude some children and be relevant for the majority group (so called normal children). There may be instances where knowledge emerging from values, attitudes, opinions and/or ideas of the dominant

Parents of maximum students are daily wage workers so they do not have any time to come to school and are not concerned about their child's learning. The school and its teachers are the only hope for these students' learning progress.

– Principal of a School



³⁷ UNESCO. 1994. *The Salamanca Statement and Framework for Action on Special Needs Education*. Salamanca, Spain. Retrieved http://www.unesco.org/education/pdf/SALAMA_E.PDF

social group lead to the exclusion of some who may be perceived as outsiders and not belonging to the school. Administrators and teachers should strive together to support each other in achieving the vision of enhancing inclusion. For this to happen, both administrators and teachers themselves need to have a sound belief that all children can learn together in the classrooms.

Inclusive Education in a Rural School of Bhopal

“A child is never 0, so I encourage all the teachers to never mark a child 0, instead help them understand where they went wrong and give minimum marks for encouragement.” — Headmaster a Bhopal School.

Primary school teachers of a rural district in Bhopal are a perfect example of how effective and inclusive teaching practices can be adopted even with limited resources. A school with just three rooms and one courtyard, it caters to the educational needs of almost every primary age student in their Ward. Teachers are highly enthusiastic and motivated to include all children in the classrooms. The Headmaster, along with the other teachers, regularly visits the Ward to conduct survey on out of school children and encourage parents to send them to school.

The school has enrolled students with disabilities and despite having no professional training in special education, the regular teachers use various methods to include them in the classroom and in education. They encourage practices, such as peer learning or tutoring, and allot seats in the front to students with learning difficulties. As expressed by one teacher —

“Children with special needs learn a lot when made to sit with other children as they try to imitate them and also get encouraged to participate in various activities like dancing, singing, etc.”

If a child has learning difficulty and is not able to excel academically, they encourage the child to develop creative talents such as singing, dancing, painting and acting, etc., and also grade them on such activities. Since they do not have projectors or big LCDs, they use mobile phones to explain stories and concepts to the students.

The Headmaster also mentioned how she believes in the idea that no kid is ZERO, each child has their own potential and they should be marked on the basis of individual progress, and not in comparison with others.

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Planning

The importance of school-level planning was emphasised by the Kothari Commission (1964) when it pointed to the need for each school to prepare an *‘institutional plan’* and evolve a *‘development programme spread over a period of time’*. The SMC is a local body comprising guardians or parents, teachers and headmasters. Its constitution is based on the belief that if local bodies are empowered, much improvement could be seen in the schools, both in academic and non-academic areas.

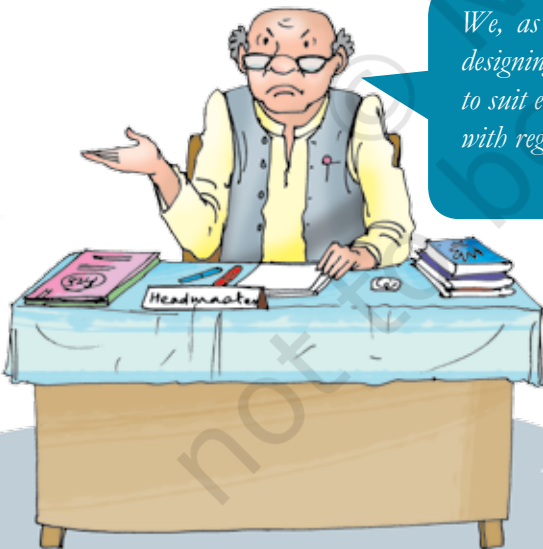
The RTE Act stipulates that SMCs should —

- Monitor the working of school (Mid Day Meal provision, toilet facilities, teacher attendance, etc.)
- Monitor the utilisation of grants received from the appropriate government, local authority or any other source.
- Prepare and recommend the annual and 3-year School Development Plan (SDP), which addresses infrastructure, academic achievement, etc. These plans should collectively feed into creating an Annual Work Plan (AWP) for every district, and subsequently every state.

Source: Policy Brief: School Management Committees: Successes, Challenges and Opportunities. 2014.

Retrieved <http://www.centralsquarefoundation.org/wp-content/uploads/2015/08/Report-Policy-Brief-School-Management-Committees.pdf>

Planning at the school level involves a number of parameters, such as physical resources of the school, strategies to address and remove physical barriers, identifying the inputs and academic support needed to respond to diverse needs of students, mapping of school participation (non-enrolled children, attendance patterns, CWD, etc.), identification of human resources, financial allocations permitting greater flexibility regarding schemes and norms, and greater transparency and accountability of budget allocations and expenditure. There may however be other challenges that could vary from school to school and from one context to another.



We, as school principals, do not have any hold or authority over designing the curriculum individually, so cannot modify it completely to suit each student. There should be a limit for CWD to be adjusted with regular students in the class.

— A Principal



According to NCF 2005 there is a need to prepare the system to engage in more extensive and genuine planning from below or from the grassroots. Only then can 'autonomy (independence)' and 'choices' of school functionaries including teachers, as well as responsibility of the school towards the needs of children, become meaningful.

A broad framework for planning upwards, beginning with schools, identifying focus areas and later consolidating the components at the cluster and block levels, can create a genuinely decentralised district level plan. Setting targets, planning for and being responsible for them, would then become feasible at all the levels.



“Since the number of regular teachers is very less, in times when even one of us takes leave, we have to gather all children in the ground and teach them together.”

– Teacher

TEACHERS

Teachers are the core human resource for implementation of inclusive education. They need to be equipped with a set of pedagogical practices to help them to include all children in the teaching and learning processes. Their knowledge, competencies and attitudes are positively correlated with students’ learning outcomes. They select different teaching approaches to teach learners with diverse needs, and their selection of a particular teaching strategy is determined by the learning material they use, learners in the class, and their own ability to manage the process.

Promoting inclusion of all in the teaching-learning process may require the teacher to analyse strategies to best promote inclusion. For example, collaborative teaching is seen as an important prerequisite for inclusion to take place (Boyle et al. 2012³⁸; Loreman, Deppeler and Harvey 2005³⁹; Walsh 2012⁴⁰).

How can teachers develop knowledge and skills?

Changing values and attitudes is difficult since it challenges long held beliefs and stereotypes. Such change is most successful when led by highly insightful leaders, in this case the school principals, who are able to nurture and challenge, while maintaining connections with the teachers and community members. In the absence of adequate training, it is unrealistic and unfair to expect that a teacher would creatively and productively teach all students with diverse needs in the classroom. Pre-service and in-service training is important, not only for professional growth of the teachers, but it also plays a significant role in bringing about changes in school related practices.

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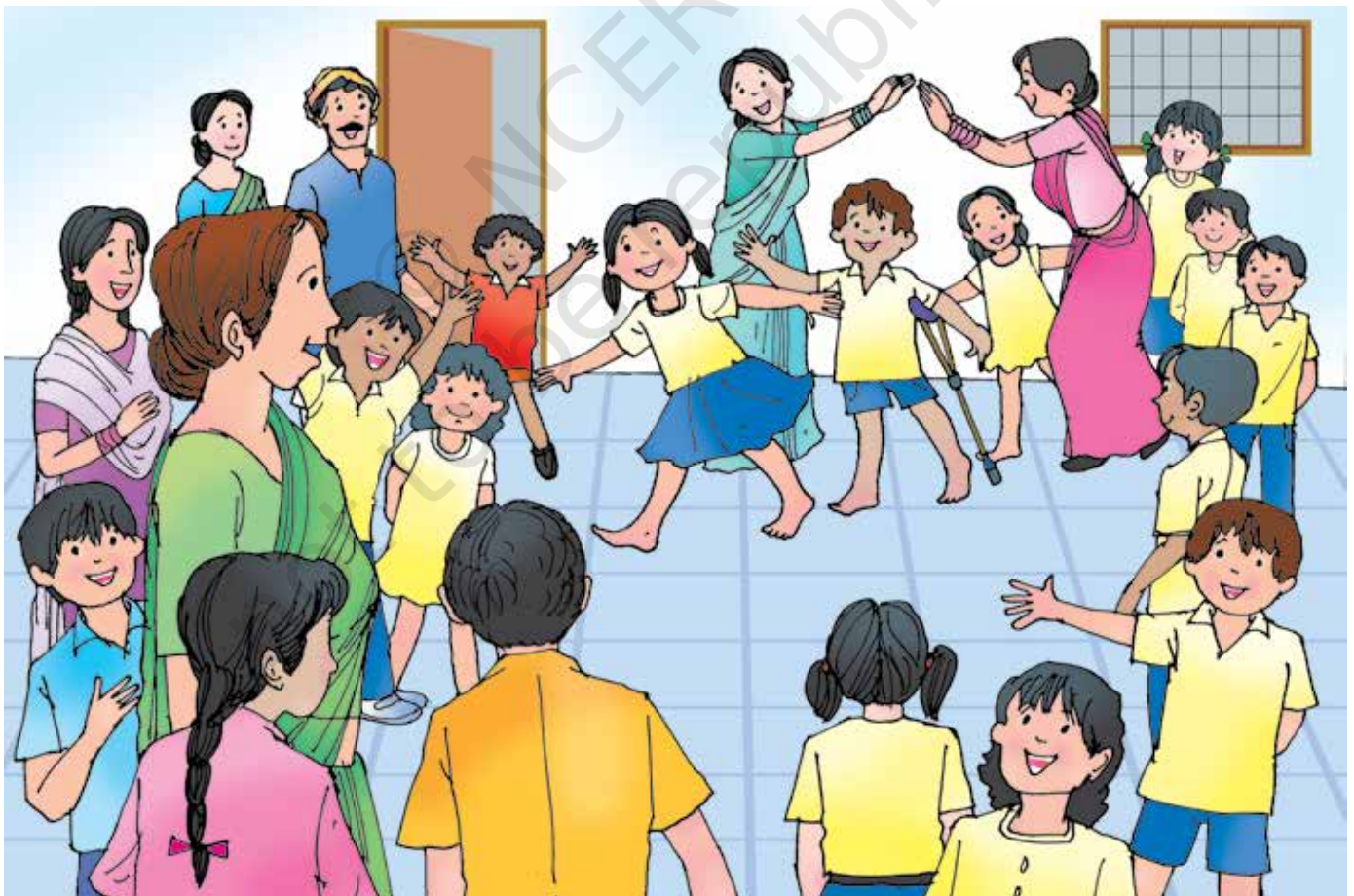
- ³⁸ Boyle, C., Topping, K., Jindal-Snape, D. and Norwich, B. 2012. *The Importance of Peer-Support for Teaching Staff when Including Children with Special Educational Needs*. *School Psychology International*, 33(2):167–184.
- ³⁹ Loreman, T., Deppeler, J. and Harvey, D. 2005. *Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom*. Routledge Falmer, London.
- ⁴⁰ Walsh, J.M. 2012. *Co-teaching as a School System Strategy for Continuous Improvement*. *Preventing School Failure: Alternative Education for Children and Youth*, 56(1):29

Is collaboration necessary?

Collaboration in terms of teaming with families, students, members of local bodies, health workers, NGOs, special teachers and other community members is necessary for successful inclusion. The NCF 2005 highlights the role of the community in influencing the curricular process in schools. It says —

“Parents and community members could come into the school as resource persons to share their knowledge and experiences in relation to the particular topic being studied.”

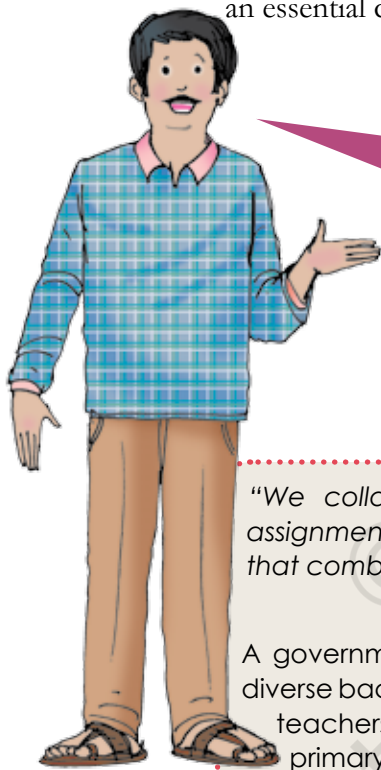
Parents also have in-depth knowledge of their child’s personality, strengths and needs, and can contribute to a great extent to their inclusion in education. As primary stakeholders, parents should be included throughout the planning and implementation of various policies and practices. The knowledge they can bring to the planning table is invaluable, and their concerns and suggestions for their child need to be appreciated. It is important that communication with parents be open and honest, and the cultural patterns and beliefs of the family be respected. In order to make the school environment supportive of children, and to strengthen the relationship of the schools with parents and the local community, there are institutional structures,



such as parent-teachers associations, local level committees like village education committees and the SMCs, etc.

Community involvement can help in maintaining school infrastructure and facilities. There are examples of local contributions from community members for building school boundary walls, toilets, arranging proper water supply and so on. However, community participation must not result in economic burdening of poor families.

‘Schools for all’ does not mean that every teacher has the expertise to meet the educational needs of every student. Since teachers in the school have varied experiences and skills, they also must be given opportunities to interact with each other to develop new skills and to solve various problems that they may face. This is an essential condition for any inclusive school.



“We try to collaborate with NGOs, private organisations who help the school in gaining access to resources like computer lab instruments and equipments, books for the library, assistive devices like wheelchairs, walkers, etc. and also LCDs for digital classrooms. We also collaborate with government hospitals that provide free health check-ups and set up medical camps for students in schools. This reduces the burden on parents of medical costs which they cannot afford.”

– District IED Coordinator

“We collaborate with each other as teachers; instead of giving two assignments for separate subjects (Math and Science), we prepare homework that combines both the subjects and reduces the burden on students.”

– Teachers in a School in Chandigarh

A government School situated in a city in North India admits children from diverse backgrounds, including children with special needs. The primary school teachers of the school appeared to be dedicated and hard working. Two primary teachers of this school have worked out an innovative collaborative strategy to reduce the burden on children. One of them teaches Maths and the other teaches Environmental Sciences. They meet every day after school hours briefly and collaborate on ways to combine their subject matter in order to make a single homework for both subjects. They explain that it helps children in connecting and relating topics and subjects, to have better understanding, and also reduces not just the teacher’s workload but also the stress that students undergo when they are overloaded with homework.

They also believe that it helps the student in refining critical and innovative thinking skills, and learn subjects holistically. The teachers also give team work activities as part of holiday projects to develop leadership skills among students. They also gave examples of using concrete experiences for understanding Maths for example, through movement of the door, the Math teacher explains the topic of angles and degrees.



How can positive attitudes make a difference?

In our classrooms, sometimes there may be children considered to be inferior to others, especially when they belong to a particular caste group, gender or have a disability. Teachers may not have high expectations from them or may even discourage their participation in academic tasks or other activities in the class. They may repeatedly make them perform menial tasks in the classroom such as cleaning or sweeping floor, filling water, etc.

Teachers and headmasters themselves have to serve as role models for children in the class. They need to be firmly convinced about the benefits of including children from diverse backgrounds and abilities in the classroom. Though inclusive education is mandated through legislative frameworks, it can never succeed till this happens. They influence the child's view of the world and also their reactions to it. If the teachers and headmasters celebrate and value diversity, children in their classes will also do so. In some cultures like ours, CWD are considered to be paying for their sins they committed in the last birth. They may be considered as carriers of bad luck and pushed out of school due to beliefs, and the negligence of teachers and headmasters. Negative attitude of school teachers and headmasters is also reflected in the language

Caution against use of labels: DO NOT LABEL



Although labels may be necessary as a first step in availing services, in the long run, these convey an impression that these children are somewhat different from others (not like us). Labels may also lead to stigmatisation and isolation, both socially and educationally. Teachers, headmasters and parents of other children may start noticing the difference between such a child and their peers. This may result in low expectations and low self esteem for the child.

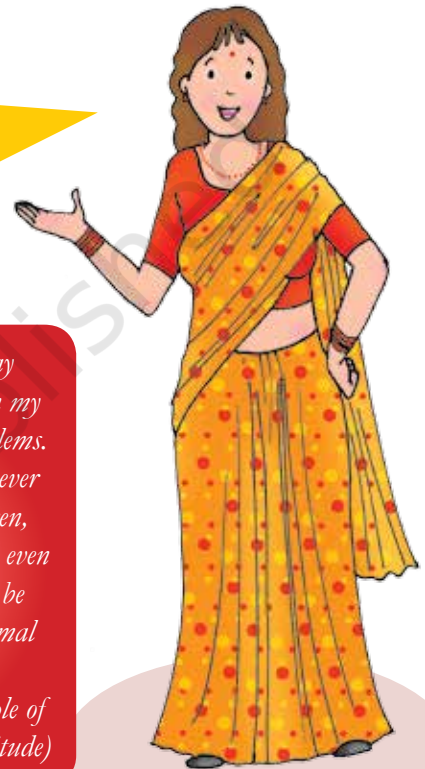


they may sometimes use to address such children. Even if teachers are caring and want to have CWD in the class, they may still not believe that these children have the capacity to learn and achieve. They may feel that special schools are the best places for such children.

It is also true that in many schools, teachers and the headmasters do not consider some children to be belonging to their school and do not feel obliged to teach them. They make children belonging to a particular group to sit together and this results in excluding them from the teaching-learning process.

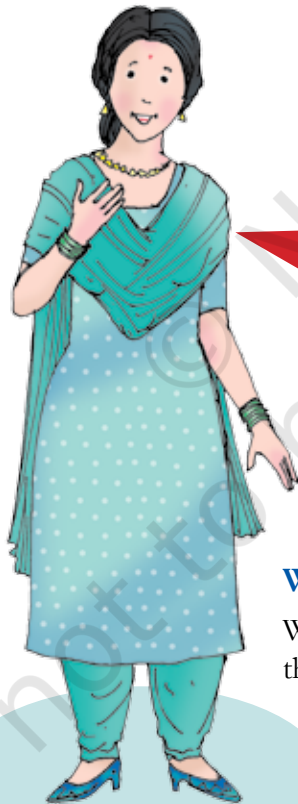
“Whenever a student is absent for more than 3 days, we contact the parents and also ask around in the neighborhood, and if there is no response within 7 days, then we inform the principal to take appropriate action”.

– Teacher (an example of positive attitude)



“I do not have time to pay individual time to a child in my class who has attention problems. He learns slowly and can never match up with other children, what high expectations can I even have from him? He won't be able to learn like other normal children!”

– Teacher (An Example of Negative Attitude)



What is the significance of curriculum?

While we begin to comprehend and incorporate some of the understandings needed for inclusive education, it is important to realise the significance of curriculum in classroom practices. Creating an inclusive culture in the classroom will involve attending to the curriculum that includes the components of a course of study.

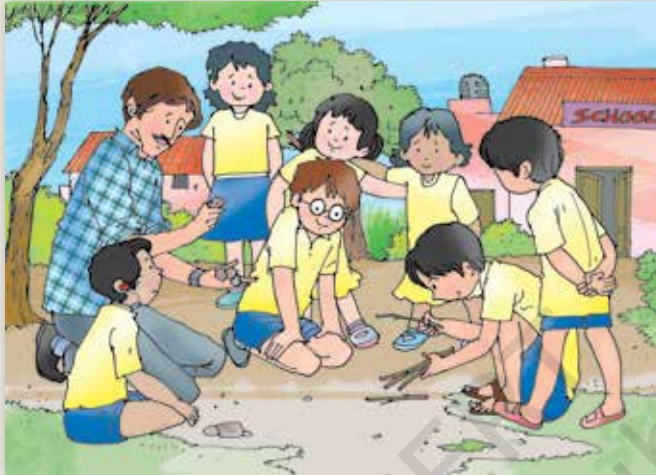
These consist of the syllabus, textbooks and the needed teaching-learning materials, teaching strategies or processes, and assessment and evaluation processes. In discussing efforts in curricular development and reform, *NCF 2005* points to the significance of making curriculum “an inclusive and meaningful experience for children”.



Low Cost Teaching Learning Material

"I take my students out of the classroom to teach concepts in Maths for example, while teaching addition and subtraction I take the students out to a Kirana shop and make them act as shopkeepers and interact with real-time customers. This helps them in learning the concept better by applying in real life."

– Teacher in Jhansi School



One of the Primary School Teachers of Jhansi Government School elaborated on the importance of using local and natural resources as low cost and easy teaching-learning material. He narrated how he utilises resources available in the surrounding to teach concepts in Maths.

For example, he takes the children out of the classroom and asks them to collect a particular number of twigs or stones, and makes them learn counting through the process. Another interesting activity he innovated to make children learn subtraction and addition was to take them to a local Kirana shop and ask them to act as shopkeepers and deal with real-time customers, and take charge of transaction of money. He elaborated how this helped children to apply concepts learnt in classroom into real life.

He said that in order to engage the children, he himself first learnt how to be creative and innovative, which is important because he believed that teaching is also a learning process for the teacher.

It states that “this requires a fundamental change in how we think of learners and the process of learning” (p. 13). Attending to the curriculum to define classroom culture and approach to the teaching-learning processes is thus significant for fostering inclusivity in the work with students.

Why is supporting inclusion important?

For creating schools for all, supporting material, equipment, services and human resources are essential. From seating arrangements, curricular adaptations and



modifications, teaching-learning materials to specialised equipment such as computers and software, standing board, Brailers, Taylor frames, augmentative communication devices, modified key boards, etc., are all important. In addition, children may need peer support, support of special teachers who may come daily for one to one support or periodically for group support. Services such as speech-language therapy, occupational therapy, physiotherapy, orientation and mobility instruction, counseling and health checkups, etc., need to be provisioned for those who may require them.

“Clerical work should be reduced from our schedule as it eats up on teaching time, and also does not allow us to interact with students and give them individual attention. The responsibility of cluster level and school level meetings and surveys should not fall on the teachers”.

– Teachers

UNDERSTANDING TERMS AND TERMINOLOGY

Several terms and phrases related to inclusive education create confusion and even misunderstanding in the minds of teachers. This section clarifies some terms you are likely to come across in your work of creating inclusive classrooms and even while using the index.

Action research

It is the research conducted by teachers to reflect and improve upon their own actions. It may be taken up to solve an immediate problem a teacher is facing. It generally ends up in making teachers more effective and contributes to development of the students.

Adaptation

Adaptation refers to adjusting assessments, material, curriculum or classroom environment, to accommodate a student’s needs so they can participate in, and achieve the teaching-learning goals. Some examples include

- use of audio tapes, electronic texts where available, having peer or classmate to assist with class activities, or simply re-organising seating of a child who may be unable to be attentive, easily distracted, or distracting others in the classroom;
- alternatives to written assignments to demonstrate knowledge and understanding (for example, through oral presentations, drawing or other artistic presentations);
- extended time to complete assignments or tests;
- computer software, which provides text to speech or speech to text capabilities, when available;



- provide for multiple experiences with materials to allow for different learning styles or needs, also to help reinforce learning (for example, learning how plants grow in multiple ways— through class textbooks, through hands-on experience by growing one in the class, preparing observation record of its growth, and through group or whole class discussion about the on-going learning).



Assessment

This involves gathering information to understand student-performance and/or classroom functioning, and is thus an interactive process. Assessments are formative and diagnostic in nature; that is, they provide information about students' areas of strength and help recognise the teaching-learning aspects that require attention or improvement.

Bullying

Children may be aggressive and abusive towards some children, especially the vulnerable ones like CWD. Bullying may involve teasing, physically threatening or even deliberately excluding a particular child from a group. This behaviour may be repeated, leaving lasting effects on the child being bullied. The child who is the victim may even drop out of school or may feel depressed.

Child-centered pedagogy

Child-centered pedagogy means giving primacy to children's experiences, their voices, and their active participation. This kind of pedagogy requires us to plan the learning in keeping with children's psychological development and interests (NCF 2005⁴¹). Learning programmes therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs.

⁴¹ National Council of Education Research and Training. 2005. National Curriculum Framework. p. 13. Retrieved www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf



Cooperative learning

Our classes are generally crowded, with high teacher-pupil ratios. Classes can be structured around small groups in such a manner that each student's success in the group is dependent on the group's success. Having students sit together and talk to each other while each one is doing individual assignments is not cooperative learning.



Differentiated curriculum

Classroom is a place where students with different physical, cultural and social preferences study together and exhibit a wide diversity of characteristics and needs. Differentiation of curriculum means planning and providing learning experiences that meet the diverse learning needs of all students in the class. This involves using teaching strategies that are flexible and diverse that not only support students in understanding but also challenge their potential. Four major aspects of a differentiated curriculum are the content, teaching strategies, learning environment and assessment.

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Evaluation

This involves making a value judgment on a performance by grading or marking. evaluation is summative in nature.

Integration

Referring to education of students with disabilities, integration means providing education to CWD in regular classrooms. In integrating a CWD in the regular classroom, focus is on having the child adapt or adjust to the regular classroom, and not on adjusting the classroom for meeting the special needs of the child.



Labeling

Many a time, students may be labeled in class as slow learners, lazy, deaf and dumb, etc. While many policy requirements make labeling, especially based on categories of disabilities, a necessity for funding and for identifying the learning needs of such students to design teaching-learning and assessment strategies, it may do more harm than good for the student. Labeling not only shapes teachers' expectations, but labels also indicate that the problem is with the student and not with the teaching-learning process. It is also true that diagnosis based on different evaluation instruments may be faulty since different states use different criteria to identify and in diagnosis.

Learning outcomes

Learning outcomes have been developed class-wise for all subjects to help stakeholders make efforts in the right direction to ensure quality education. Learning outcomes are process-based which provide check-points that are measurable in qualitative or quantitative manner, to assess the progress of a child as per the expected holistic learning for overall development of a child⁴².

Modifications

Modifications involve making changes to learning goals, teaching processes, assignments and/or assessments, to accommodate a student's learning needs.

For example,

- changing the assignment to accommodate a student's learning needs— allowing use of letter-cards to spell words as a modification to saying the spelling aloud; allow the student with intellectual impairment to utilise concrete and/or more hands-on experiences, changing the conceptual difficulty level for certain students.

Peer tutoring

A strategy through which students learn with and from each other is called peer tutoring. It is a form of cooperative learning in which the tutor and the student who is being tutored work through assignments and gain a broader and deeper understanding of the concept or material. Generally, the student who is tutoring can be from the same class or from a higher class.



⁴² NCERT. 2017. *Learning Outcomes at the Elementary Stage*. Retrieved http://mhrd.gov.in/sites/upload_files/mhrd/files/Learning_outcomes.pdf

Portfolios

This is the collection of student's academic and other work that can reveal their learning and also can be used as an effective assessment tool. It can document a learner's progress through ongoing assessment. Some teachers may develop portfolios as a short-term project and others can develop more comprehensive portfolios over a full school year.

Scaffolding

It is a teaching technique first used by the psychologist Jerome Bruner in the 1960s. In this method, support is given to the student during the learning process to help them achieve the learning goals. An attempt is made by the teacher to gradually step back and provide support only when needed. This leads to better and deeper understanding in the students.

Stereotypes, Prejudice, Discrimination

Stereotypes are oversimplified generalisations or loose statements about groups of people, which may be positive or negative. Generally, these are negative and do not take individual differences into account. For example, it is considered by many that disability may be linked with sins in the past or *Karma*.

Prejudice is considered to be beliefs, thoughts, feelings, and attitudes that a person may hold about a particular group. These beliefs are just preconceptions and not based on actual experience. An example of this would be prejudices that a majority group may hold against any minority group.

Discrimination means taking actions against a group of people. You may discriminate with or without prejudice. For example, certain castes are believed to be untouchable and inferior to others and may be given the task of cleaning classrooms, etc.

Universal Design of Learning

Universal Design for Learning (UDL) is a way of thinking or a framework for teaching and learning in inclusive classrooms having children with individual learning differences. It gives equal opportunities to all students to succeed. It is based on principles that provide flexible and *multiple/diverse* means to students to access *material, information, knowledge and skills, etc., engage with it and show what they know*. This way all students get equal access to curriculum. For example, a student may learn better through verbal inputs and another, through visual. If a teacher uses multiple ways of presenting information using multisensory experiences, all children will be able to acquire knowledge and skills in inclusive classrooms.



Classroom Practices

“We also encourage students who are shy to write their opinions or answers on a piece of paper anonymously so that they do not hesitate in saying what is in their mind.”

– Teachers

Many primary teachers of Chandigarh Government Schools mentioned during the process of data collection for the Index on Inclusive Schools how they discourage students to carry money to classrooms, and even tell the parents to stop sending their child with money to the school as it can lead to a feeling of inferiority among other students. The teachers here try to create an environment of equality in the classroom, where one's economic or social background does not matter.

The teachers also explained how they provide support to students who are shy to speak their mind or answer a question in the classroom. One of the teachers mentioned how she asks them to write their feelings or answers on a piece of paper anonymously. This helps in encouraging the child who is shy to express their feelings without being scared or intimidated, and in a way also builds confidence in oneself. They believe that slowly the child starts gaining confidence and eventually participates in classroom discussions.



SECTION

3

THE INDEX

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THE INDEX

“Rather than being a marginal theme on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity, and to see it as a challenge and enrichment in the learning environment, rather than a problem.” (UNESCO, 2003, *Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and A Vision, Conceptual Paper*).

Retrieved <http://unesco.org.pk/education/icfe/resources/res42.pdf> pg.7)

This Index provides a framework that is based upon an engagement of dialogue between students, families, schools, education administrators, teachers and other related professionals. It will not only help in understanding the inclusion process through various examples but also highlight what needs to be done and how to do it.

The underlying assumptions of the Index are that

- it is based on a collection of good ideas generated through research and a series of intense deliberations by eminent scholars, teachers, teacher educators, parents, representatives of NGOs, and several other stakeholders at various levels;
- it can be used by policymakers, educational administrators, teachers, teacher educators, parents, and all those who want to contribute in making the present education system more inclusive;
- the main focus of the index is on development of learning centres or schools to be more inclusive, especially at the primary level;
- it is concerned with including and retaining all children in school;
- it elaborates strategies for stakeholders, such as educational administrators, teachers and teacher educators, and policymakers;
- it is a framework for reflection and not evaluation;
- it is a framework that can be adapted and is not prescriptive;
- it highlights examples of good practices and does not set ground rules;



PROCESS OF DEVELOPMENT OF INDEX

Following were the steps involved in creating the Index:



STRUCTURE OF THIS INDEX

Inclusion is not something new to the Indian context, but it is very much in line with the common school agenda highlighted in the earlier commissions and policies, and recently in the RPWD Act, 2016. The main issue is to identify existing gaps and address them through quality educational initiatives. The index seeks to provide guidelines not only for developing inclusive schools but also to add value by being a self-reflection tool to help schools continue to be more inclusive in their approach. The index can also be used as a tool for research in inclusive education.

The Index will help in the implementation of inclusive education, which is yet to be implemented successfully in our country in spite of all the good intentions and policy initiatives. Since the context of our classrooms would always remain dynamic, the Index will always remain dynamic and evolving. It will be based on the belief that there is always scope for transforming, and every child can progress.

The present document is organised in **four main sections**. The first section is the **general introduction** that introduces the reader to the concept of inclusion and traces the history of this movement through both Indian and international reforms in the policy of education. It also briefly throws light on the conceptual frameworks underlying this index.



Realising that effective leadership is critical for developing effective inclusive schools, the second section offers **suggestions for educational administrators** and will help not only in planning for inclusive education, but also in putting all inclusive policies into practice. This section will also highlight the framework for **teachers and teacher educators** to implement inclusive pedagogy in the classrooms, and also create an environment wherein equity and participation are the guiding principles. After reading this section, teachers can develop new strategies to improve the quality of their teaching.

The third section will not only state the structure and the process of development of **the index** but will also indicate who all can use it. It will also discuss how the Index can be used to rate oneself on various indicators and develop a score for themselves or for the school.

Finally, the fourth section of the Index creates **indicators for developing schools for all**. These indicators would help in overcoming various barriers faced while we create inclusive schools. The section also suggests organisational changes and ways to develop a school where all teachers and students can flourish and learn.

Each of these sections reflect the philosophy of inclusion in that specific area. Under each section, there are broad domains, which capture the essential areas that play a crucial role in building inclusive values and the environment of a school.

Who can use this Index?

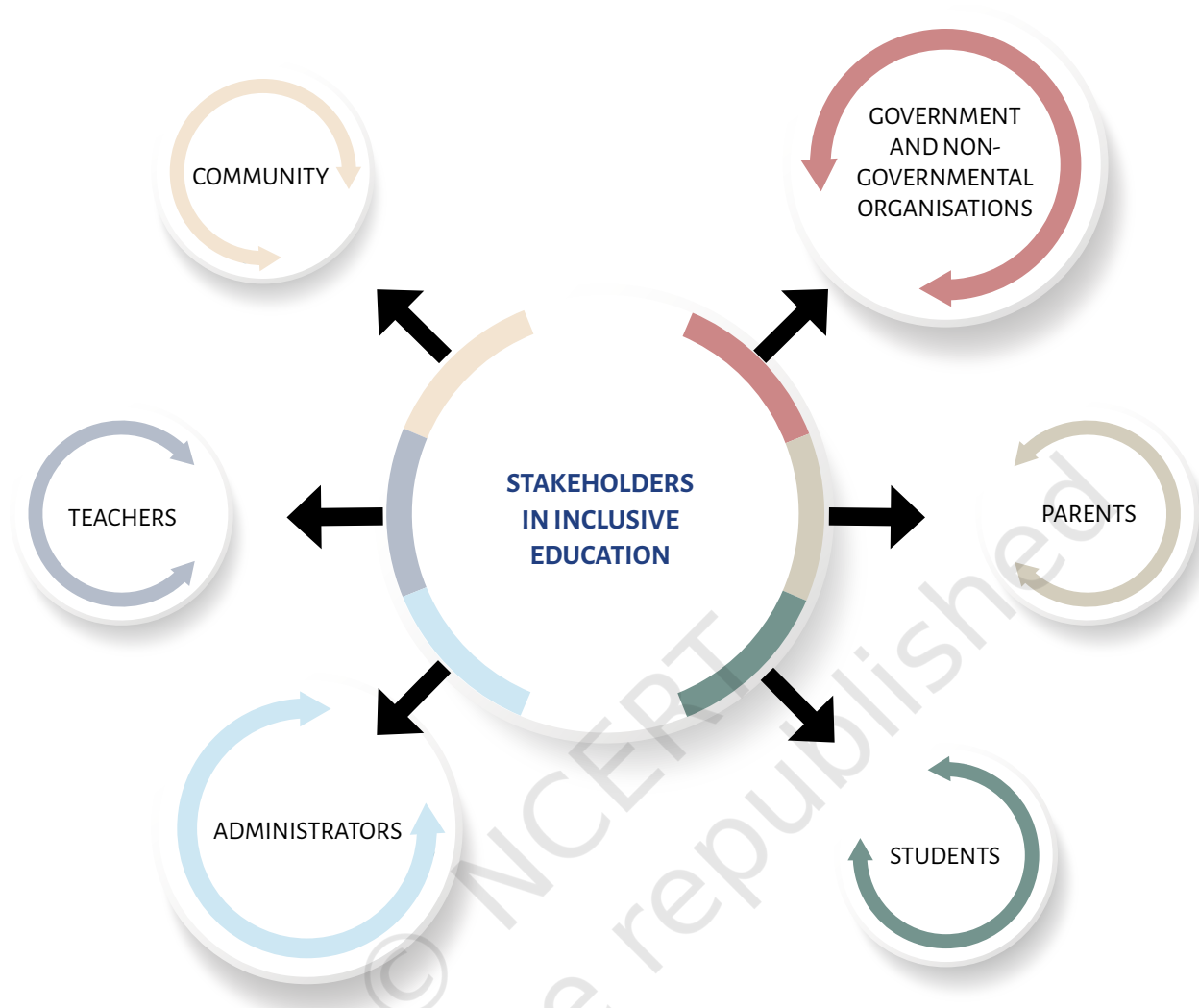
All stakeholders mentioned above including, administrators, teachers, parents and community members, can use this index to develop themselves and to make schools more and more inclusive. The Index will not only help in creating an inclusive teaching-learning environment in schools, but also aid in “extending the scope of ordinary schools so that they can include a greater diversity of children” (Clark et al.,1995)⁴³ “developing a way of dealing with difference” (Forest and Pearpoint, 1992)⁴⁴. Specifically, it can be used by the stakeholders mentioned in the diagram on the facing page, amongst others:

Although we strongly recommend that different sections of the Index namely—indicators for teachers, indicators for educational administrators and indicators for creating schools for all, should be read and reflected upon by all the stakeholders mentioned above, specific sections in the index may help specific groups of people more than others. For this reason, we suggest that **teachers and teacher educators would benefit maximum from indicators for teachers, the school headmasters and principals may find indicators for educational administrators more useful than other sections. The section on schools for all would help in guiding the coordinators of inclusive education at the State, District and Block levels, along with others who want to understand how to create inclusive schools.**



⁴³ Clark et al. 1995. In the Routledge Falmer Reader, in *Inclusive Education* by Keith Topping, Sheelagh Maloney. Routledge, 2005

⁴⁴ Forest, M and J Pearpoint. 1992. “Families, friends, and circles”, in J. Nisbet (ed.), *Natural Supports in School, at Work, and in the Community for People with Severe Disabilities* (pp. 65–86).



How to use this Index?

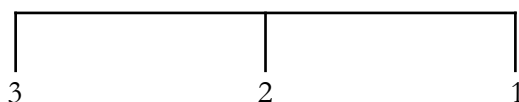
Anyone using the index can rate oneself on these indicators and develop a score for themselves or for the school. Some of these indicators may overlap and some people using the index may like to go through three areas or concentrate on one area only.

For example,

an indicator under the section educational administrators reads as:

Educational administrators encourage mobilising of resources from the community if there is a need;

This can be rated on a scale of



Rating of '3' means that the administrator places themselves **at an exemplary level of implementation or development.**



Rating of '2' would mean that the administrator rates themselves at **partial level of implementation or development and can improve themselves in this area** and finally,

Rating of '1' would mean **little or no development** and lot of work needs to be initiated.

The administrator can calculate the total score and the score achieved by themselves. Indicators in the Index enable stakeholders to identify opportunities for improvement of inclusive schools through planning and development.

What changed my life?

I always considered a child with disability as the responsibility of a special educator. But an incident that occurred in my teaching career not only changed my thinking, but also my life. There were six children admitted into my class, out of which one called Pankaj was profoundly hard of hearing. One day, while I was teaching, Pankaj kept coming to my desk again and again and wanted to communicate something. I told him to sit down and not disturb the class but he didn't stop or probably didn't understand. My patience gave way and I slapped him tightly in front of the whole class. Next day, when I spotted his mother who had come to drop him, I enquired as to what was he trying to tell me. She responded that it was Pankaj's birthday and he wanted to invite me to his birthday party.

This incident shook me. I started questioning and doubting my capability as a teacher. I tried to rectify my mistake by celebrating Pankaj's birthday in class which made him very happy. I also noticed that the children were



easily able to communicate with him through signs and he was responding. This encouraged me to learn sign language and speech therapy, for which I worked very hard day and night and even after school hours. I even went door-to-door in order to teach children with disabilities facing difficulties in the classroom.

After three years of constant hard work and practice, today Pankaj can study and communicate easily with others. He is doing well academically and also in extra-curricular activities. I believe that if every teacher decides to teach "ALL" children, they can do it. There are ways in which inclusive education can be practiced in classrooms. Most important is understanding and loving children, and feeling for them, creating TLMs, trying to train oneself in sign language, communicating with parents, making extra efforts after school hours, etc.

– Mohammad Intzar, Teacher
Government High School, Indira Colony,
Manimajra, Chandigarh

SOME FREQUENTLY ASKED QUESTIONS

1. How many children with disabilities can be included in one regular class having more than 30 other children?

There is no limit to the number of children that can be included. In fact, it is the right of all to study in the neighbourhood school. More children in the class means more support for a CWD.

2. With no detention policy, many children with intellectual disability were included till Class VIII. How can they go ahead and study in Class IX?

Even if the child is not able to achieve academically in higher classes, they can participate in many tasks and also be helped by their classmates in this process. The child needs to be involved and may require modifications in curriculum. A transition plan needs to be developed so that this child can be taught some skills and gain some additional information before they leave school. This will be much more beneficial than the child sitting at home.

3. With very few special teachers to support regular teachers, how can inclusion be a reality?

Since the number of special teachers is never adequate, it is important for regular teachers to be trained for meeting the needs of all children in the class. If the teacher welcomes everyone in the class and creates an inclusive culture intentionally, it can help most of the children to learn and achieve.



4. Why do we need inclusive education?

Inclusive education is good for all children. Being out of school denies some children the opportunities to make friends, to learn how to read and write, and to learn the skills that are required for future employment. Inclusive education has a positive effect on both CWD and others. Also, by creating a culture of acceptance, it can reduce discrimination in the society.

5. Why not send children with disabilities to special schools?

Many children with disabilities are still out of school and do not go anywhere to study. Since a regular school is in the neighbourhood, it will help them to study with the other children in their neighbourhood and be a part of the community. In this way, families will not break, and a culture of welcoming diversities would be created in these schools.

6. Is mobilising special schools as resource centres a good strategy for moving towards an inclusive system?

In the light of not having adequate number of support teachers, it is beneficial to mobilise special schools for resource support. There is a need to exercise caution if we do this because sometimes special teachers who teach in special schools have no belief in inclusion or a commitment to it. It is important to train these teachers in inclusive practices, and this centre should not be used to teach a group of children segregated from others. These centres should be used to develop and maintain the teaching learning material, and have human resources that support regular education teachers to increase the participation of all children in the learning process.

7. Is inclusive education more expensive than special education?

Inclusive education is not more expensive because instead of providing separate resources, the provisions out of the regular system to educate groups of students with particular needs, can be used. In countries where there is lack of human and other resources, transferring the resources currently supporting special schools for promoting inclusion in regular schools helps to strengthen the system for all students. This also helps in creating an inclusive society where all students are welcomed and accepted.

8. What is not inclusive education?

Just placing the children together in one class is not inclusive education. There may be some children requiring special support and not providing them such support may affect their participation in the learning tasks. Also, having low expectations from some children and not making efforts to improve their learning outcomes is not inclusion. Finally, a special class for some students in a regular school is also not inclusion and neither is home based education.



9. What is inclusive pedagogy?

Inclusive pedagogy is a child centred approach that takes into consideration differences in the background, learning styles, and physical and cognitive abilities of all the learners in the class. It is a way of teaching through which learning needs of all students are met, and learning outcomes are improved for all and not for a select few.

10. What is the role of parents in inclusive education?

One of the several factors that make inclusion successful is the involvement of parents. Parents are the first teachers of the child and continue to support the child and their learning throughout life. They can influence the system by getting together and making pressure associations. This way, their impact is multiplied manifold. As part of SMCs, they can influence a number of factors from building an accessible playground to making provisions for assistive devices for their children. They can also be a part of voluntary organisations to improve the implementation of inclusive education.

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SECTION

4

INDICATORS

INDICATORS FOR EDUCATIONAL ADMINISTRATORS

	Indicators for Educational Administrators	3	2	1
S.No.	POLICY AND PRACTICES Educational Administrators			
1.	Provide leadership, guidance and vision, consistent with inclusive philosophy ⁴⁵			
2.	Establish processes to respect equal opportunities, equal rights, equal treatment to all students without discriminating against any student			
3.	Understand, value and respect diversity, and create a safe, accepting, collaborative learning environment in the school			
4.	Encourage parents to send their children to the school regularly			
5.	Admit all children in the school irrespective of abilities, languages, dialects, caste and religion			
6.	Provide opportunities to all for sports and recreation (enjoyment) activities including dancing, painting, music, etc.			
7.	Remove barriers created by admission procedures (screening, identification, disability certificates, age certificate, parents' interviews, etc.)			
8.	Reflect commitment to gender equality and acceptance of gender differences (transgender)			
9.	Promote use of positive person-first ⁴⁶ language without using labels ³ for some students (such as deaf child, dumb, normal, abnormal, <i>andha</i> , etc.) in the classrooms			
10.	Value and encourage nurturing of all aspects of personality (such as building team spirit, confidence, self respect)			
11.	Ensure that students', family and community perspectives (thinking) are at the heart of the school			
12.	Make sure that school buildings including toilets, playgrounds, water facility, classrooms, ramps, hostels, transportation and various other facilities are accessible to all children			
13.	Create flexible learning environments by adapting and modifying curriculum according to the individual child's learning requirements ⁴⁷			

^{45.} The meaning of inclusive philosophy is defined in the Introduction section of the document.

^{46.} Person first means recognising the child first and then mentioning the disability. For instance, instead of talking about autistic child, one can say child with autism.

^{47.} Defined in the Introduction section.

INDICATORS

	Indicators for Educational Administrators	3	2	1
14.	Identify learning difficulties in children at the earliest and take suitable pedagogical and other measures to overcome them			
15.	Monitor participation, attainment of learning outcomes and completion of education with respect to all students			
16.	Develop and ensure a system to timely address the discriminatory ⁴⁸ practices in the school			
17.	Continuously review school policies, plans and procedures in the light of various developments in the field of education for school improvement			
18.	Experiment with the policies of the school to improve teaching and learning of students			
19.	Work together with the staff to establish and address priority areas and for solving problems for improving inclusion in their schools			
20.	Organise regular meetings with community stakeholders—panchayati raj institutions, school management committees and parents — for making decisions regarding the school and overcoming challenges			
21.	Conduct awareness campaigns and sensitisation programmes to ensure that the rights of all children are protected			
22.	Provide opportunities and create forums, such as bal sabhas, suggestion box, etc., for encouraging the voices of children;			
23.	Initiate capacity building programmes for parents, members of the community and other stakeholders, on care giving and support for children who require it			
24.	Take decisions that are generally based on evidence and are participatory			
25.	Ensure that all teachers have access to curriculum related material, and the necessary training to make learning possible for all in the classrooms			
26.	Make certain that teachers are engaged in teaching and only child related activities and not wasting time on activities, such as census and administrative work, election duty, etc.			
27.	Promote development of parents' associations and involve them in planning programmes for better learning of children			

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⁴⁸. Discrimination is explained in the Introduction section.

	Indicators for Educational Administrators	3	2	1
28.	Collaborate with multiple sources (District, State and School Management Committee (SMC), local bodies) for appropriately planning and using the budget to maximise learning outcomes for diverse population of children			
29.	Encourage creative and realistic scheduling of time and technological resources to meet learning needs of all students			
30.	Ensure adequate and appropriate or modified furniture and classroom management or organisation for all students			
31.	Have written transition procedures and activities to smoothen the process of shifting of students from class to class and school to school, and to post-secondary school years Enable smooth transition of students from class to class, school to school and to higher classes			
32.	Ensure ideal ratio of students and teachers to achieve learning outcomes for all students			
33.	Conduct regular surveys of school going children, to determine the extent to which their learning needs are being met			
34.	Provide stable, consistent and reliable patterns of activity for all students and avoid sudden changes			
35.	Are guided by action research ⁴⁹ conducted by the school staff within their school to generate new ideas			
36.	Issue transfer certificate as per the need of the child without causing delays			
37.	Make provision for special training for children admitted in age appropriate classes, if required			
38.	Ensure timely specification of curriculum, syllabus (course of study) and availability of textbooks in accessible formats, such as Braille, digital talking books, enlarged text, electronic publications, for better communication opportunities for all, etc.			
39.	Admit 25% students belonging to weaker and disadvantaged groups in the special category schools and provide free education ⁵⁰			
40.	Take care that all children are continuously and meaningfully involved in the educational process			



⁴⁹ Described in the Introduction section.

⁵⁰ For schools in special category (Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik Schools, etc., schools that are government aided and unaided)

INDICATORS

	Indicators for Educational Administrators	3	2	1
41.	Make sure that all students stay in school during school hours and not leave early or come late or leave in-between school hours			
42.	Encourage participation of all students in all activities, both in and outside school (dancing, art classes, outdoor camps and adventure activities)			
43.	Invite community members to the school or classroom to share knowledge, experience and talents			
44.	Recognise and reduce barriers that arise through differences between school and home culture;			
	STAFF DEVELOPMENT Educational Administrators			
45.	Encourage professional growth of teachers (at the time of entry and in-service), by supporting the development of their knowledge, skills and attitudes regarding inclusion or diversity			
46.	Organise training programmes for staff in the use of technology to support learning			
47.	Continuously monitor the effect of teachers' professional development on students' learning growth			
48.	Promote collaborative cultures amongst teachers to work interdependently for the larger interest of children			
49.	Encourage regular teachers to take the primary responsibility of all children			
50.	Draw upon differences in culture and background of teachers in curriculum development and teaching;			
51.	Encourage teachers to develop innovative practices and new teaching-learning material, as required for inclusive classrooms, and invite experts to train them			
52.	Encourage the use of child centred pedagogy ⁵¹ for children			
53.	Ensure that special teachers are also full fledged members of the school and work as co-teachers, team teachers, small group facilitators or one to one support teachers			
54.	Organise sensitisation programmes to make school staff accepting and empathetic (ability to understand and share the feelings of another) towards special needs of some children			



⁵¹. A phrase used in NCF, 2005. Explained in the Introduction section.

	Indicators for Educational Administrators	3	2	1
	RESOURCES Educational Administrators			
55.	Ensure resource support towards preventing and addressing difficulties in learning			
56.	Support the use of ICT (Information and Communication Technology), assistive technology (such as screen readers, voice to text software, daisy books) in universal design to support the inclusion of all students in the classroom			
57.	Ensure availability of sufficient number of books in the school library in accessible formats for all children			
58.	Make available teaching-learning and supplementary material in different languages and accessible formats, in the school			
59.	Encourage development of special skills such as Braille, orientation and mobility skills and sign language, as an important part of the school programme			
60.	Make provisions for specialist staff, such as speech therapist, occupational therapist, physiotherapist and special educator, for meeting the special needs of children			
61.	Provide attendants for children having high support needs			
62.	Facilitate provisions of scholarships and sponsorship to children for pursuing their interests and talents			
63.	Provide necessary support through human resources and teaching-learning materials that maximise academic and social development of children			
	COLLABORATION Educational Administrators			
64.	Encourage development of partnerships with special schools, (Non Governmental Organisations) NGOs and governmental organisations to promote participation of all children in school			
65.	Take advantage of the wide-reaching effect of the media to promote positive attitudes towards individual differences and to discourage all sorts of stereotypes or prejudices or discrimination			
66.	Take account of the range of family needs, such as family's preferences for meeting time and transportation			
67.	Permit parents to sit with the child or in the school, if required			



INDICATORS

	Indicators for Educational Administrators	3	2	1
68.	Consult organisations of people with disabilities concerning the design and implementation of school programmes			
69.	Mobilise resources from the community, if there is a need			
70.	Ensure that all teachers in the classrooms share roles and responsibilities, and there are no obvious distinctions (such as between regular and special teachers)			
71.	Collaborate with health, social welfare and other departments for providing medical facilities, guiding and counselling, and other services			
SAFETY AND HEALTH Educational Administrators				
72.	Take notice of incidents of abuse, violence, mental harassment, exploitation and provide support			
73.	Take steps to rescue, protect and rehabilitate students who have been subjected to such incidents			
74.	Create awareness and make information available among students, teachers, other school staff and community members regarding safety, health and various forms of physical, verbal and emotional abuse and ways of reporting them			
75.	Ensure that no one voluntarily injures, damages or interferes with the use of any bodily part or any supporting device of a child with disability			
76.	Make certain that no child intentionally insults, teases or humiliates any other child including children with disability			
77.	Ensure that there is no practice of physical punishment and harsh discipline			
78.	Make sure that children undergo regular health checkups and are referred for further examination, if required			



INDICATORS FOR CREATING A SCHOOL FOR ALL

	Indicators for Creating a School for All	3	2	1
S.No.	PHILOSOPHY The School Policy			
1.	Is based on the philosophy of inclusive education that is communicated to the parents and community, and specified in State guidelines			
2.	Values, respect, accommodates and celebrates students' diversity in terms of language, religion, gender abilities, etc.			
3.	Gives special attention to interacting with parents on how to support their child's learning			
4.	Strictly discourages any kind of discrimination and violence against or amongst the students			
5.	Emphasises a programme or policy to support children from socially disadvantaged and economically weaker families			
6.	Includes encouraging and welcoming messages to all parents in the neighbourhood to send their children to the school;			
7.	Ensures development of connections with early intervention programmes (such as <i>Aanganwadis</i> , pre-schools, etc.) for identifying special needs of children			
8.	Creates opportunities for sharing good ideas or models, innovative practices about students' learning amongst teachers across classrooms, and in council meetings at block and cluster level resource centres			
9.	Encourages regular reviews of policies and practices with the changing learning needs of children			
10.	Ensures adequate and appropriate sport and recreational opportunities for diverse needs of children			
11.	Supports identification of out-of-school children, to bring them to school			
12.	Values acquisition of social skills along with academic skills			
13.	Makes sure that one parent each of all CWSN and children belonging to the socially disadvantaged groups is a member of the School Management Committee (SMC)			
14.	Makes use of data for improving school planning and management, including classroom and staff management			
15.	Values the participation of all parents in school decisions, irrespective of their background, religion or socio-economic status			



INDICATORS

	Indicators for Creating a School for All	3	2	1
16.	Has the provision of equal opportunities for all students to gain access to curriculum			
17.	Ensures admission to all the children in the neighbourhood without following any strict admission procedures			
18.	Recommends reducing class size, especially of classes where CWSN are placed			
19.	Ensures that the privacy and dignity of children getting financial and other type of assistance are respected and shared only if necessary			
20.	Encourages maintenance of records, including records of absentees, drop-outs and portfolios of each student;			
21.	Demonstrates a clearly defined and steady time table or schedule and calendar of activities for students and teachers			
22.	Promotes taking feedback from students and teachers for improving functioning of the school			
COMMUNITY INVOLVEMENT				
23.	Local community views the school positively and happily sends its children to the school			
24.	There is equal representation and participation of different communities in school activities			
25.	Measures are taken to motivate parents and communities to get involved in school activities			
26.	Collaboration with Non-governmental Organisations (NGOs) and other relevant organisations is encouraged for developing the school vision and for mobilising resource support			
27.	Supportive environment is created for all children by providing a forum for constituting family support groups, parent-teacher associations and local level committees			
28.	Partnership with local bodies, such as Panchayati Raj Institutions, SMCs and communities, is developed by sharing the resources available in the school for instance, space for local events			
29.	Speech therapists, occupational therapists, primary health workers, social workers, physiotherapists, counsellors, special educators, etc., are involved, whenever required			
30.	Parents and families are provided with necessary information in simple and clear language			



	Indicators for Creating a School for All	3	2	1
31.	Systems to provide counselling to the parents have been developed			
CURRICULUM				
32.	The National or State Curriculum Framework (NCF) is aligned with academic expectations and needs of all children in the school			
33.	Important links and support to students for transition to higher education, vocational education (prepares people to work in various jobs such as trade, craft, or as a technician), etc., is provided			
34.	Curriculum is flexible, culturally and socially accommodating, to reflect the diversity of students and of their local circumstances			
35.	Development of social skills (for healthy and positive interactions) is included as a component in the curriculum			
36.	Restructuring of curriculum and its implementation is carried out for including all children in education			
37.	Uses total communication approach, which involves various modes of communication, such as using signs, oral, auditory, written and visual and tactile aids, for children who require it			
38.	Development of independent living and personal management skills is emphasised			
TEACHING AND LEARNING				
Teachers in School				
39.	Make maximum use of their time to enhance students' learning outcomes matching each student's potential			
40.	Create child friendly teaching-learning processes and environment			
41.	Are trained to address special needs (difficulty in reading, writing, understanding, speaking, etc.), if required			
42.	Take support from local language speakers to facilitate communication in the mother tongue;			
43.	Are confident to take decisions, especially when planning for children in difficult circumstances ⁵²			
44.	Have knowledge and skills to teach all children in a single class, who differ from each other in many ways			
45.	Transact curriculum in a variety of ways, such as individual, pairs, small groups and whole class			



⁵² Children who have blood disorders or are mentally ill and/or frequently absent due to some other health conditions

INDICATORS

	Indicators for Creating a School for All	3	2	1
46.	Differentiate the curriculum as per individual needs of the students by developing alternative goals or strategies, if required			
47.	Do not engage in extra administrative or other work at the cost of giving special attention to children who require it			
48.	Have proper class level subject related knowledge and keep upgrading this knowledge regularly;			
49.	Provide textbooks and general reading material in accessible formats			
50.	Are regularly present in the school and attendance rate is high			
51.	Sensitise all students on various kinds of biases existing in society, and on human rights			
52.	Teach all children self advocacy skills, like how to be assertive and effectively communicate with others;			
53.	Encourage all students by praising them when they do good work			
54.	Actively engage all students in the classroom in doing different things and by adapting activities			
	ASSESSMENT			
55.	Is an integral and ongoing part of the learning process			
56.	Factors in all the abilities and not just memory or ability to recall			
57.	Is based upon daily interactions of teachers with students and not on one assessment event			
58.	Enhances learning of the student and is not used as a tool to identify weaknesses			
59.	Tools are inclusive by design and no special efforts are needed to make separate tools			
60.	Is also based upon student's self-evaluation and reflection of own performance			
61.	Leads to meaningful and continuous feedback to strengthen learning			
62.	Does not represent all abilities through one single cumulative grade			
63.	Does not segregate activities into curricular and co-curricular			
64.	Is ongoing and formative, and not a one-time event			



	Indicators for Creating a School for All	3	2	1
65.	Is flexible in terms of formats of questions (multiple choice, objective type) and answers (flash cards, real objects, word cards, picture of real objects acting, drama, role play)			
66.	Is conducted in whole groups, learner groups (smaller groups) and individually, as required			
67.	Is carried out in steps by breaking down the content for children who may prefer this			
68.	Builds in flexibility in terms of time to respond, correcting earlier responses and sufficient practice time;			
69.	Feedback is based upon ongoing portfolios of students and teachers' observational booklets			
RESOURCE SUPPORT				
70.	Information and Communication Technology (ICT) devices, educational aids are available for children and the teachers are trained to use these			
71.	School has sufficient teachers to teach all subjects			
72.	There is adequate facility of resource persons, and frequency of support in the school, such as speech therapists, occupational therapists, psychologists, physiotherapists, etc			
73.	There is staff for maintaining daily requirements of the students such as Ayahs/caretaker and MTS (Peon)			
74.	School encourages visits of volunteers such as parents, NGOs, retired teachers, other community members, etc., to provide support to students			
75.	School takes measures to provide adequate transport facilities to CWSN			
76.	The school has sufficient number of textbooks and other supplementary materials in accessible formats			
77.	Counseling and Guidance Services are available in the school			
ALL STUDENTS				
78.	Understand what is being taught in the classroom			
79.	Continue to progress to higher classes and do not drop out of school			
80.	Avoid any kind of prejudiced name calling			
81.	Are sensitive to concerns of their peers and support one another and those in need			
82.	Participate in all school activities – academic, sports, games, etc.			



INDICATORS

	Indicators for Creating a School for All	3	2	1
83.	Know whom to contact if they experience problems and difficulties in the school			
84.	Frequently interact with each other, including CWSN			
	PHYSICAL ENVIRONMENT			
	School Building			
85.	Is safe and fully accessible to all children including CWSN and has appropriate electrical and water supply			
86.	Has doors with handles fixed at adequate levels and not too high			
87.	Has toilets with proper doors, taking care of privacy, especially for girls and children who need help in toileting			
88.	Has separate toilets for boys and girls, built at a distance from each other and an adapted toilet for CWSN			
89.	Has toilets with constant running water and sanitation facilities			
90.	Has ramps and railings for children who may have difficulty in moving			
91.	Has a library equipped with good storage space and books in accessible formats and ICT			
92.	Has a resource room or separate room for additional teaching if required			
93.	Has a playground with adequate equipment for outdoor games and physical activities for all including CWSN			
94.	Has a provision for indoor games, such as carrom, chess, etc.			
	THE CLASSROOM			
95.	Setting allows children to move freely or sit with a friend when required			
96.	Is of adequate size for proper seating arrangements and group work			
97.	Blackboards are fixed at a proper height to be accessible to all children including those who want to come near to read it			
98.	Has adequate light and extra light when necessary, and proper color contrast			
99.	Has minimum noise levels for avoiding distraction			
100.	Is equipped with adequate space for keeping books in Braille/ Large Print/Print and assistive devices that help CWSN to perform various tasks			



	Indicators for Creating a School for All	3	2	1
101.	Has provision for ground floor classrooms for children with mobility needs and flexible and adjustable furniture			
SAFETY AND HEALTH				
Safety				
102.	School is considered by parents to be a safe place for their children			
103.	Communications channels between teachers and students are open enough for students to share their feelings and inform about any abuse			
104.	School has sufficient number of fire extinguishers and is clearly marked and audio enabled for emergency exits			
105.	There are proper security arrangements for supervising students in school			
106.	School circulates information for transportation safety to students and staff			
107.	Emergency numbers are displayed prominently in accessible formats			
108.	School clearly specifies procedures for reporting emergencies to the government and the relevant education authorities			
109.	School makes efforts to collaborate with the government and other relevant offices to develop speed breakers, signals(with alarms) for crossing, and removes obstacles or barriers on way to school like ditches, bad roads			
110.	School has a clear disaster management plan including the identification of potential risks and an evacuation plan			
111.	There is a policy for special protection against any violence, physical, psychological and sexual abuse			
HEALTH				
112.	School takes measures to ensure health and hygiene including in kitchen, hostel, dining room and toilets			
113.	First aid facility is available in the school and is regularly maintained			
114.	Students and staff have access to clean drinking water and hygienic food			
115.	School addresses personal needs of adolescent girls			
116.	School organises regular health check-ups for students			
117.	There is a proper system of waste management in the school			



INDICATORS FOR TEACHERS

	Indicators for Teachers	3	2	1
S.No.	PHILOSOPHY AND ATTITUDE Teachers			
1.	Understand the meaning of inclusive education and how it is different from special education			
2.	Value the presence of all children in their classrooms as a matter of right, and give equal opportunities to them to participate			
3.	Give special support in addressing early gaps, and attention to children who require it so that they can successfully participate in the learning experiences along with other children			
4.	Encourage positive interactions amongst students and do not support any kind of bias or prejudice in the class			
5.	Understand that learning in the classroom emerges out of meaningful personal experiences, interests and background of the child			
6.	Reflect on what they have learnt while teaching in the class and modify approaches, if necessary			
7.	Recognise the important role that a teacher plays in a child's learning, success or failure			
8.	Do not use labels, such as blind, deaf, normal, and abnormal, and other discriminatory labels while addressing some children in the class			
9.	Make efforts to bring out of school children to school by coordinating with the parents			
10.	Value and respect not only academic skills, but also all other ideas and skills that students bring to a class			
11.	Assign responsibilities like cleaning classrooms and bringing water if necessary, turn by turn, to all children and not only to children belonging to a specific caste or class			
12.	Have a good rapport with students and are available or approachable to all the students, and not to a specific few only			
13.	Have a high academic and behavioural expectations from all students and this is reflected in the teaching practices			
14.	Believe that children with disability or from low income groups are in no way inferior to other children			
15.	Create welcoming classroom environment where all children feel they belong and are not a burden			



	Indicators for Teachers	3	2	1
16.	Demonstrate good practices in the class for children to model, especially with respect to Children with Special Needs (CWSN), children belonging to socially disadvantaged groups and girl child			
17.	Avoid passing negative remarks on students and also take care that students are not teased or bullied, especially the vulnerable ones			
18.	Consider each child in the class as an opportunity to learn			
19.	Understand specific problems related to security, safety, abuse and privacy faced by children, especially girls			
20.	Develop and apply guidance and counselling skills to support all students in the class, whenever required			
21.	Are sensitive to health concerns of all students (especially students having chronic health problems)			
COLLABORATION Teachers				
22.	Engage in open discussions with each other and with the children to plan innovative approaches to individualise learning			
23.	Communicate regularly with parents to learn more about the child and also to share their progress and other relevant information			
24.	Guide parents regarding activities to be taken up at home and encourage them to participate in decisions regarding their children			
25.	Do not share personal information of the child as given by the parents unless required			
26.	Use a wide range of community support services and resources to enhance learning outcomes of children			
27.	Encourage children to play and learn together and share responsibilities			
28.	Collaborate with special educators for developing better teaching-learning materials and processes to ensure learning of all students			
29.	Invite Community Members (such as retired teachers, panchayati raj institutions, School Management Committee members, parents and local NGOs) into the school to share their knowledge and experiences in relation to both academic and non academic areas			
30.	Use parents and peers to support students to facilitate learning outcomes			
TEACHING AND LEARNING Teachers				
31.	Effectively use teaching strategies and activities, to ensure that various learning approaches and learning styles are addressed			



INDICATORS

	Indicators for Teachers	3	2	1
32.	Work towards raising the self-respect of students by focusing on their strengths rather than weaknesses			
33.	Encourage students to actively engage in the learning process by freely expressing their views, ideas and opinions			
34.	Make provision of giving rest breaks for children who may need them			
35.	Promote active discussion among students as a part of classroom processes			
36.	Make an effort to know and understand diverse experiences and problems faced by students			
37.	Are concerned with and make efforts to discourage and overcome social and gender biases			
38.	Make what is being taught in the class relevant to the everyday lives of children and their families			
39.	Continuously upgrade levels of content knowledge necessary to challenge and motivate students to higher levels of learning			
40.	Make attempts to engage in school-based action research, to improve school practices			
41.	Organise physical environment of the classroom to accommodate CWSN such as appropriate seating arrangements, adequate lighting, noise control, physical access and furniture, blackboard height, etc.			
42.	Give equal importance to sports and physical education for all children and adapt or change the rules, if necessary, for CWSN			
43.	Set high but different expectations as per the potential of the students by developing alternative assessments			
44.	Regularly analyse and offer feedback to students on academic performance and take decisions regarding curriculum and teaching practices based on this			
45.	Make effort to give extra time to teach a child when they come back to school after being absent for some time			
46.	Adapt teaching methods to suit the learning needs and learning styles of all children by including a range of activities			
47.	Give self learning tasks to students that are linked with the class work and help in extending the students' knowledge and skills			
48.	Collaborate with teachers to combine homework assignments for separate subjects to reduce the burden on students			
49.	Provide additional support to CWSN to complete tasks, such as extra time, peer support, visual, auditory, kinesthetic (physical activity) and tactual (touch) inputs, etc.			



	Indicators for Teachers	3	2	1
50.	Use different teaching methods to meet the diverse needs of students, such as collaborative teaching, group work, pairs, individual and whole class, etc.			
51.	Engage peer learning by involving students having more knowledge in a particular area to tutor others, if required			
52.	Provide opportunities to children of different ages to support each other			
53.	Give students opportunity to learn and demonstrate learning in a variety of ways such as using digital media, drawings, poetry, sculpture, pictorial presentations and forms of art, etc.			
54.	Provide scaffolding to help students achieve both common and individual goals			
55.	Create opportunities for students to experience success in learning to the best of their potential			
56.	Integrate multiple subjects while teaching to give a complete perspective			
57.	Praise and motivate students for better learning and behavioural outcomes			
58.	Use language that is simple, local, and sentences that are short and clear.			



APPENDIX 1: LIST OF EXPERTS

1. **AJAY KUMAR RAI**
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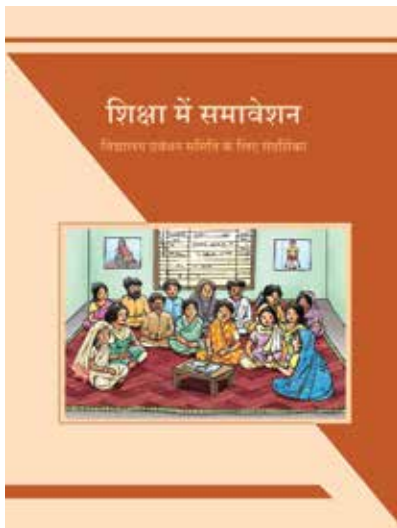
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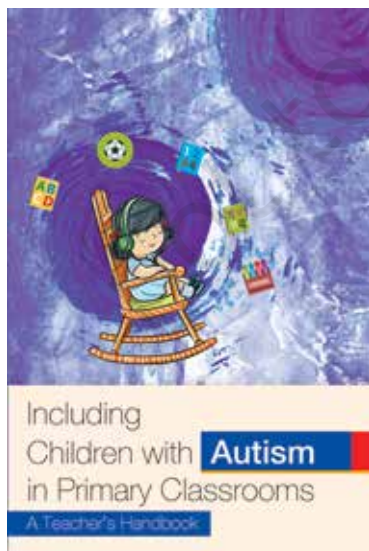
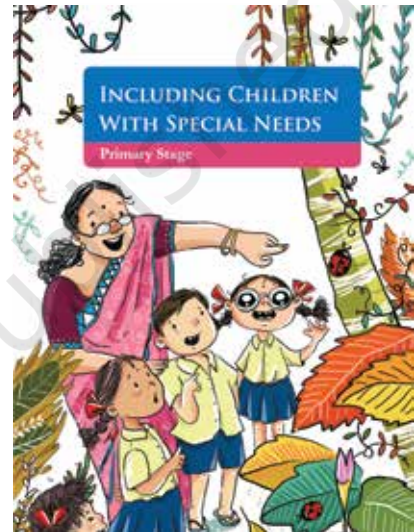
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