

Awareness Manual on Disability and Rights of People with Disabilities



Prepared by:

Navamani Venkatachalapathy

Dinesh Krishna

Lakshmi R





AMAR SEVA SANGAM



Amar Seva Sangam (ASSA) is a premier organisation in the field of disability management focusing on rural areas, located in Ayikudy Village in Tenkasi District of Tamil Nadu. Our approach is to establish a centralised resource center to act as a catalyst for change in the development of children and adults who are differently abled and intellectually challenged. We do this by involving the village community in the process. This mission of ASSA is to establish a Valley for the Disabled, whereby persons with physical / intellectual challenges live in a pro-active society where equality prevails irrespective of physical, intellectual or other challenges with the rest of the society. It is a futuristic vision whereby Amar Seva Sangam plays the role of an enabling agent to provide persons with physical / intellectual challenges "equality of status, equality in opportunities and equality in access".

Amar Seva Sangam (ASSA) was established by Mr. Ramakrishnan, in the International year of the Disabled to cater to disability management focusing on rural areas.

S. Ramakrishnan, Founder President



S. Ramakrishnan, while in his 4th year engineering, injured his spine while attending the last round of Naval officers' selection test and became a quadriplegic. He established ASSA in 1981, the year for the Disabled and named it after his Doctor and mentor Air Marshal Dr. Amarjit Singh Chahal of Defence hospital. **Padma Shree awardee** S.Ramakrishnan is the President of ASSA.

S. Sankara Raman, Secretary



S. Sankara Raman, a Chartered Accountant and a wheel chair user, affected by muscular dystrophy joined ASSA in 1992. He is the Secretary of ASSA. Along with Mr. Ramakrishnan, they have built a **Valley for the Differently Abled** in a 30 acre land

at Ayikudy, as a Rehabilitation and Development Centre and developing models for self-help initiatives by integrating individuals with disabilities within society for improved living conditions. In 2020, he established Amar Seva Global, a social enterprise focused on spreading Amar Seva's Enabling Inclusion program globally.



What is Development Delay ?

Skills such as taking a first step, smiling for the first time, and waving “bye-bye” are called developmental milestones. Children reach milestones in how they play, learn, speak, behave, and move (for example, crawling and walking). Children develop at their own pace. However, when developmental milestones are not met by a certain expected age, it is called “developmental delay”. Early stimulation and intervention can help children reach these milestones.

What is Development Disability?

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, social or behavioral areas. These conditions begin during a child's developmental period, may impact day-to-day functioning, and can last throughout a person's lifetime. According to the WHO, “If children with developmental delays are not provided with appropriate early intervention, their difficulties can lead to lifetime consequences, increased poverty and profound exclusion”.

What is Early Intervention?

Interventions promoting child development should address physical, social, emotional, language, and cognitive areas of development. Services targeting these domains of development are termed, “Early Intervention therapy” and can encompass physical therapy, occupational therapy, speech-language therapy and special education. Early Intervention has a significant impact for children who have delayed development in physical, cognitive, emotional, sensory, behavioural, social and communication domains of development. With quality early intervention services, children can reach their potential, live a meaningful life and integrate into their communities.



Enabling Inclusion Programme

Amar Seva Sangam's Enabling Inclusion programme uses community rehabilitation workers to provide early intervention services to children in their own homes or in community centres by connecting these community workers with rehabilitation specialists (physiotherapists, occupational therapists, speech therapists/trainers and special educators) through the use of the award winning Enabling Inclusion (EI) app. The program has proven to improve outcomes for children with disabilities and their family members and has allowed many children to reach their potential.

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Preface

Over the past four decades, Amar Seva Sangam has revolutionized resource availability in the area of our operation to provide rehabilitation and therapy to people with disabilities. Our experience has made us realize our progress is largely dependent on changing the attitude and behaviour of people in the community to promote an inclusive society. Any kind of intervention and therapy will go in vain without having people being “onboard” for inclusion. Therefore, it is important to have awareness programs to educate the community about the needs of people with disability and promote inclusion for all.

The purpose of this manual is to educate NGOs management, rehab specialists and community rehab workers about methods and tools to provide awareness in different social settings. The manual opens with a basic introduction of needs and importance to provide disability awareness followed by a description of tools to create awareness. We also provide information regarding laws, policies and schemes related to disability of both the state government of Tamil Nadu and Central government. We have also included helpful resources to assist organizations and their field staff plan and take forward their awareness program. At the end of each section, we provide a list of references to use if you desire additional information. These take-home resources are critical to helping field workers understand some of the basic laws, policies, rights, and schemes for people with disability.

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1) Introduction

According to Indian Census data, People with Disabilities (PWDs) constitute 2.21% of the Indian population. Many experts consider this figure as an underestimate. The total number of PWDs, even those based on these official figures, is around 26.8 million, which is more than the population of many countries.¹

Life is challenging for everyone and that is what makes it interesting. For a person with a disability, life becomes more challenging due the constraints posed by society. A disability is any condition of the body or mind along with barriers in the society makes it more difficult for the person with the condition to do certain activities and interact with the world around them.² The devices, environment etc to be modified sothat every one can have better participation in the society including persons with disabilities and reasonable accommodation for maximum participation of individuals with disability should be ensured. All the structures of our society have to be sensitive to the needs of people with disabilities as their lives have purpose like any other individual in society.

The biggest barriers people with disabilities encounter are the attitude of the other people. People with disabilities find their life challenging and unfair not just because of their physical or mental condition, but mostly because of the society that they live in where they are stigmatized, harassed, discriminated against, denied various opportunities and excluded. This has made Amar Seva Sangam and other disability organizations move our work beyond the domain of health care for people with disability. During the 4 decades of our work in the field with disabled community, we have come to realize that more than anything, people with disabilities want acceptance and inclusion in their society.

The vision of Amar Seva Sangam is to have an inclusive society for people with disabilities. This requires us to strengthen our approach to bring in a social change. At the dawn of the 21st century Amar Seva Sangam expanded its operation beyond the scope of center-based rehabilitation to community-based rehabilitation for two reasons. The primary reason being we didn't want to limit our services to those that could travel to our center. The second is that we had a larger vision of making our society inclusive for people with disability and to achieve that, we realized we had to go beyond rehabilitation of the individual, to transformation of the community. We realized that we have to create awareness in our community as taboo relating to disability is still widely prevalent which hinders the lives and growth of people with disability and their families in society.

Disability is a social issue for which the community that we live in, educational institutions, family, government, and civil society organizations has a very significant role to play to make

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the society more accessible for all people, no matter their physical or mental condition. Inclusion can only be achieved when knowledge, attitudes and behaviors are transformed, and this transformation is the goal of awareness programs. More than anything creating awareness about disability rights and contribution of persons with disabilities, reasonable accommodations will promote meaningful participation of persons with disabilities (PwD) in society.

Disability Awareness means educating people regarding disabilities and giving people the knowledge required to carry out a job or task thus separating good practice from poor.³ Anyone at any point in time could be affected by disability because of genetics, accidents, and ageing. It has been estimated 3 in 10 workers entering the workforce today will have a disability before retiring.

For a person with disability to have an accessible, inclusive, and dignified life the general population needs to become aware of the issues faced by people with disabilities. To achieve this, we have designed a guide to awareness programs at three levels - community, women, and school. Tools to conduct awareness along with highlighting various laws, rights and policies regarding disability are a significant part of this manual. Community awareness is more general and broader in its themes. Women awareness is designed to make other women understand the plight that women with disabilities face in our patriarchal society. School awareness further classified into student, teacher and management programs is designed to educate each group to be sensitive to children with disability as schooling is often the first and most important social system after the family that a child encounters. This schooling system has to be made friendly for all children. Through these awareness programs we aim to create a foundation for empathy and accepting disability as part of human diversity.

Community Awareness Program

No individual could thrive in the world without his/her community. The community includes immediate family, extended family, neighbors, friends, and local institutions (i.e., government, social and religious institutions) who play a crucial part in every individual's life. The acceptance and approval of the community is needed for any individual to sustain, thrive, and fulfill his/her potential. When the community considers disability as hindrance it makes the environment more harmful for disabled people. By educating our community regarding disability and the support system that people with disability needs, it can lead to a more accepting and inclusive society, where people with disability can thrive and contribute back to society. This manual will illustrate a few examples of this.

Women Awareness Programme

We live in a patriarchal society where women are considered to be dependent on their male family members and the household work that women perform is not considered as work by their family and society at large. Though this has been accepted by women themselves, it leads to a scenario where they are discriminated against in their own household and in society at large. This scenario makes women with disabilities even more vulnerable as they become physically, financially, and emotionally dependent. This makes women with disabilities more vulnerable to stigma than other women and men with disabilities. This is the reason for a separate section focused on women with disabilities as it becomes necessary for other women and men to understand the situation of women with disabilities. Women's awareness section focuses on providing awareness to other women but can also be used to create awareness among men. In a patriarchal society, women have more household responsibilities than their male counterparts which usually makes mothers and other women in a family the primary caretaker of children. This structure of our society makes it necessary for us to also empower the public with the correct attitudes as many mothers face a greater burden and stigma while raising children with disability.

School Awareness Programme

Schools as an institution includes students, teachers and management who all play a very important role in the education sector. Education is a right of every child irrespective of caste, class, gender, and disability of a child. In India, 72% of 5-year-old children in India with disabilities have never attended any educational institution and in Tamil Nadu, 23% of children age 6-19 have never attended an educational institution, while 99.4% of all children attend school. Children with disabilities can only attain education when our schooling system becomes more accepting and inclusive. Inclusive education system can only be pursued with the cooperation of the school system. Therefore, we have designed awareness programmes targeting the main stakeholders in the school system – fellow students, teachers, and management.

2) Tools for Awareness

The main aim of the awareness programmes we have designed is to make our society inclusive and for society to accept disability as part of human diversity. To stress this issue, we should start our programs with the question of who can become members of this community – “the disability community.”

The “disability community” is the only minority group which anyone can join, at any time. Some at birth, some at a split second of an accident, through illness, or by the aging process. If and when it happens to you, will you have more in common with others who have disabilities or with family, friends, and co-workers? How will you want to be treated and included with others?⁴ How would you want awareness of the issues you face shared?

This kind of messaging puts every individual in the shoes of a person with a disability. When this message is conveyed loud and clear it will help us to get the attention of the community for the rest of the programme.

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Key Messages:

- ❖ Enhance empathy and acceptance of people with disabilities
- ❖ Create a culture which focuses on ability
- ❖ Address commonly asked questions about disabilities
- ❖ Present disability as part of life
- ❖ Help children view people who appear different from them in a positive way

These messages seem to be the most logical and simple things to be conveyed. But the real world is complicated as it consists of people who are very different from one another and interpret each message differently which makes our job to create awareness harder. In spite of this hindrance, we have an advantage of delivering our message by finding what resonates with all people. At the same time when we work with a community, we need to be **creative and sensitive** to our society's beliefs and structure.

When we are on field and having a face-to-face interaction with the community our target is to get the attention of a large number of people and focus on their attitude and behavior towards persons with disability. To conduct an effective awareness programme, not only do you need to share the message, but you also have to make it **STICK** - meaning that people should remember the message and though they may not remember many details, the main message should be easily remembered. In the next section, we give a number of strategies to make your message stick.

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2.1) Performing Arts

A wide range of art forms are clubbed under performing arts. According to the nature of our community and geography of our operation we have chosen a few of the art forms including street play, mime, storytelling, and music, that you can use.

Street Play: Street Play has been a very effective tool for creating awareness in the premodern media times. This requires zero infrastructure and technical support and there is also no requirement for fancy costumes. It only needs space, music, and voice to convey the message. In rural India, where Amar Seva Sangam and other NGOs operate, this comes in handy to us. In this a team performs their content which can either be focused on a particular disability which is common in that community or just an overall issue faced by persons with disability.

Mime: All the pluses of street play apply to mime also. This art just requires mild music and needs no speakers or so. This as a tool itself is more effective as this is an art form where no one speaks yet the message is conveyed. This tool being used to create awareness also conveys that speech is not the only tool to communicate.

Story Telling: This is one of our own traditional art forms which has been rediscovered in recent times. This art was/is used to teach morals and values to children in a very skillful manner. This has been a very effective tool in conveying messages across the generation because of the connection the storyteller has with listeners.

Music: Music is an effective tool to gather the attention of people around. There are two ways of using music. One is the conventional way of playing music before talking in awareness campaigns and the other way is to sing or rap a song which could convey our message through its lyrics.

2.2) Visuals

Visuals speak to people sometimes more than words as it tends to gain the attention of people, especially when you share vivid images that people will easily recollect. Posters which can be displayed and flyers which can be handed are two tools that can be used to convey your message and have the message stick.

Flyers: It should be small in size with effective pictures but have impactful wording to convey the message in a personalized way. It can be distributed to community members attending the

program and even handed out to the general population in the community, to gain a wide distribution.

Flashcards: These can be small or be over a full-length paper or electronic device doing a PowerPoint presentation. The purpose is to show a graphic to illustrate the theme of the activity being discussed. Many of the activities we have proposed in this manual have associated flashcard graphics and you can use those.

Posters: It should be big in size and pasted in a public space which has high people movement to reach large numbers and can also be used as a display during awareness programs. As in flyers it should have attention holding pictures with minimum, but impactful words. ASSA has prepared a few posters which can be shared with you.

Videos: Short films and inspirational videos of people who have achieved great things despite their disability can be shown. This will help in gathering a crowd and at the same time stays longer with people as it has both visual and audio messages being delivered. It can also be distributed via social media.

2.3) Interactive Discussion

Another simple tool to make the messages of an awareness program stick, is to have interactive discussion. In addition to allowing people to remember the message, it allows participants to share their experience, clarify their doubts and directly address misconceptions which all allows for better group learning and will help you refine and improve your awareness programs in the future. During interactive discussions, it is good to allow the discussion to be guided in directions taken by the participants based on their questions, comments, and experiences in order to gather new perspectives. However, it is also important to make sure you keep the discussions on the main themes you want to address and don't get diverted into unrelated topics.

These tools listed are more effective than a speech or seminar which if taken the form of a monologue will not capture the attention of people and make the message stick. The core of any awareness programme is to convey the message by gaining people's attention and making the message stick. The success of any awareness campaign depends on the participation of the people in it. Apart from its reach that these tools have, it is also cost efficient and needs less or no technical support backing which makes it the most suitable method for you to conduct our awareness programmes.

3) Community Awareness Program

When conducting an awareness program, you can have a pre and post awareness program questionnaire. If using the Enabling Inclusion® app, the results can be recorded for tracking the change in knowledge and attitudes of your participants.

The following is a sample of multiple-choice questions you can administer.

1. Is disability common across various communities and families?
 - A. Yes, common among all the community and families (correct answer)
 - B. No, very rare and only for few community and families

2. What is NOT a cause of disability?
 - A. Accidents
 - B. Poisons/drugs/alcohol
 - C. Curse (correct answer)
 - D. Diseases

3. Which is the best approach towards a person with disability or towards families with a child with a disability?
 - A. Empathy (correct answer)
 - B. Sympathy
 - C. Pity

4. What is the cause of impairments for people with disability?
 - A. The physical and mental condition of a person leads to impairment
 - B. The society's lack of accessibility leads to impairment
 - C. The combination of physical and mental condition of and society's lack of accessibility leads to impairment (correct answer)

5. Do persons with disabilities have the right to education and employment?
 - A. No, most people with disabilities are not capable of education and employment.
 - B. It is not in the laws of India, but we can try to support them to achieve it
 - C. Yes, it is in the laws of India, and we should support them to achieve it. (correct answer)
 - D. Yes, but it is up to the government alone to support them.

6. Should children with disabilities study in regular school along with other children?
 - A. Yes, in most circumstances, this is the best approach (correct answer)
 - B. Yes, but may not be good for other students
 - C. No, they should all study in special school
 - D. No, they do not need to attend school.

7. What are potential work opportunities for people with disabilities?
 - A. Computer work
 - B. Labor work
 - C. Politician
 - D. Doctor
 - E. Scientist
 - F. Actor
 - G. All of the above (correct answer)

8. Should a person with a disability get married?
 - A. No, they do not have the capability
 - B. Yes, all adults with disabilities should get married.
 - C. In many circumstances, it is possible and should be supported by society. (correct answer)
 - D. It should not be allowed.

9. If you give a child a wheelchair, it will:
 - A. Make them dependent on it for life
 - B. Make them more independent for mobility and improve their function and development? (correct answer)

10. What else makes it possible for people with disabilities to reach their potential?
 - A. Early identification of delay and disabilities
 - B. Therapeutic intervention
 - C. Education
 - D. Motivation from family and neighbors
 - E. Reasonable accommodation
 - F. Recognition of skills at workplace and in society
 - G. All of the above (correct answer)

Listed below are some interactive discussions you can use for community awareness programs.

Activity 1

Who are people with disabilities?

Step 1: Ask participants: “How many of you have seen persons with disabilities and where have you seen them?”

Step 2: In a board or chart, write down whatever participants say.

Step 3: Ask participants: “Think of your extended family –starting from you, your parents and grandparents, your uncles, aunts, cousins, nephews and nieces. Does any member of your family have an impairment – mobility, hearing, seeing, understanding, learning, socialization etc. Their

impairment may be severe or mild, it may be from birth or later years in life. Tell who has/had that impairment and what is the impairment?"

Step 4: On a board or chart, write down whatever participants say.

Through this activity, we have sent the message that people with disabilities are part of their own community and families, are people who they love, and they want to be respected and treated fairly.



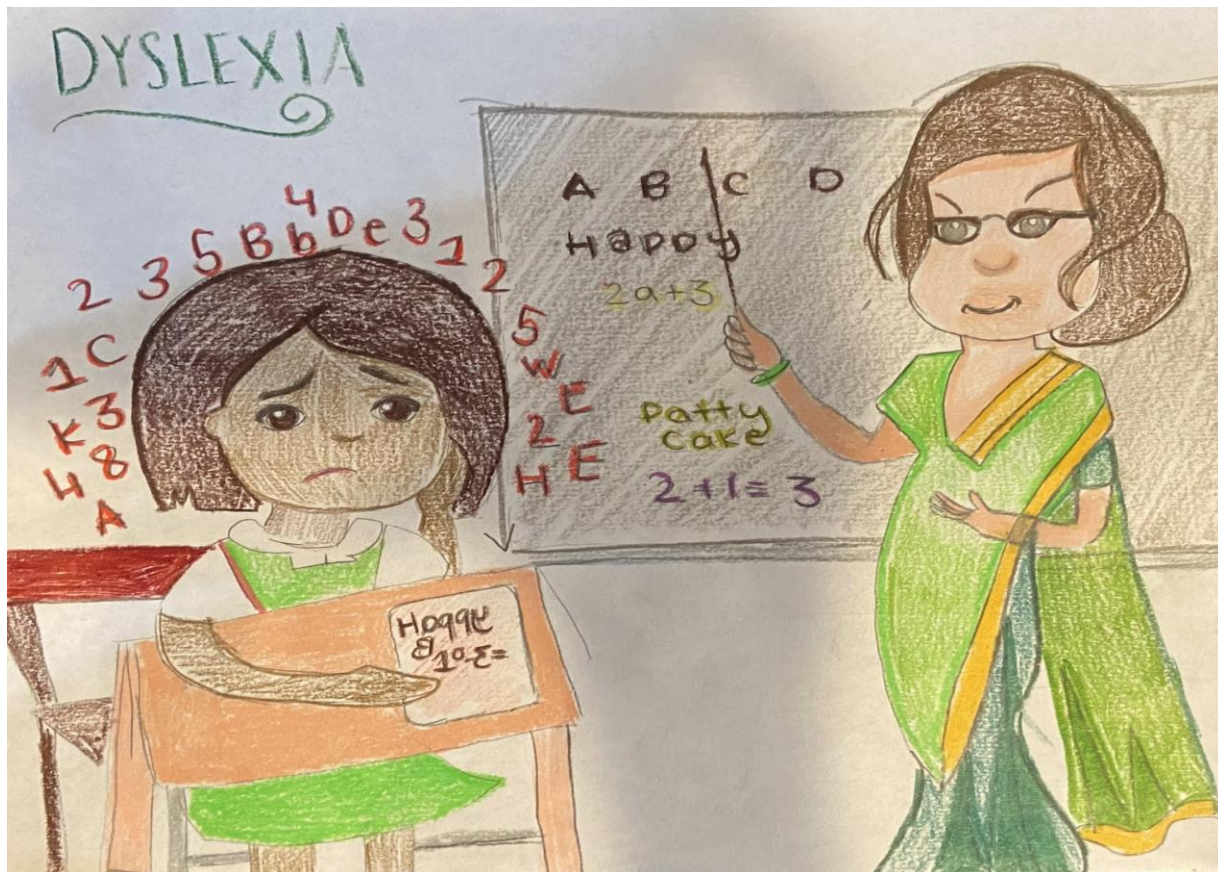
Activity 2

Visible vs. Invisible Disability

Step 1: Ask participants: "Are disabilities only physical or are there other forms of disabilities?"

Step 2: Ask participants: "what are forms of disabilities that are not physical?"

Step 3: Explain about invisible disabilities. Whenever the term disability is mentioned most people tend to think only about physical disabilities because it can be seen. Not all disabilities are visible. Invisible disability is a physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, activities, or function. Unfortunately, the very fact that these symptoms are invisible can lead to misunderstandings, false perceptions, and judgments. Examples: Renal failure, chronic pain, depression, chronic fatigue and sleeping disorders etc. are disabling, but may not be visible. There are some disabilities that we may not even be aware of.



Additional Info for staff in case participants ask or want to discuss:

Renal failure: kidneys lose the ability to sufficiently filter waste from blood. Consequences: May need long term medications, need to undergo dialysis and kidney transplantation.

Chronic pain: Long term pain conditions like migraine, back pain, arthritis. Visibly the persons may not have any impairments, but their level of functioning is significantly affected.

Sleep disorders: Group of conditions that affect the ability to sleep well on a regular basis i.e. problems with the quality, timing, and amount of sleep, which result in daytime distress and impairment in functioning.

Depression: A mental health condition characterized by feeling sad or having a depressed mood and loss of interest or pleasure in activities once enjoyed. Outwardly, the person may appear to be functioning well, but they may be unable to work, or their relationship may be impaired due to their invisible condition.

Step 4: Ask participants: “What percentage of people in society have disabilities?”

After hearing their answers, tell the participants: “15% of society have a disability, with 4% of the population having disabilities leading to significant impairment of function.

Step 5: Ask participants: “Which communities are most affected by disabilities?”

Answer: All communities are equally affected. Disabilities affect all communities, families, countries, regions, ethnic groups in India and around the world. .

The purpose of this activity is to educate people about invisible disabilities and highlight the high prevalence of disabilities and how it affects all communities, to make the participants realize that this is an issue worth discussing further.

Activity 3

Causes of Disability



Common causes of impairment

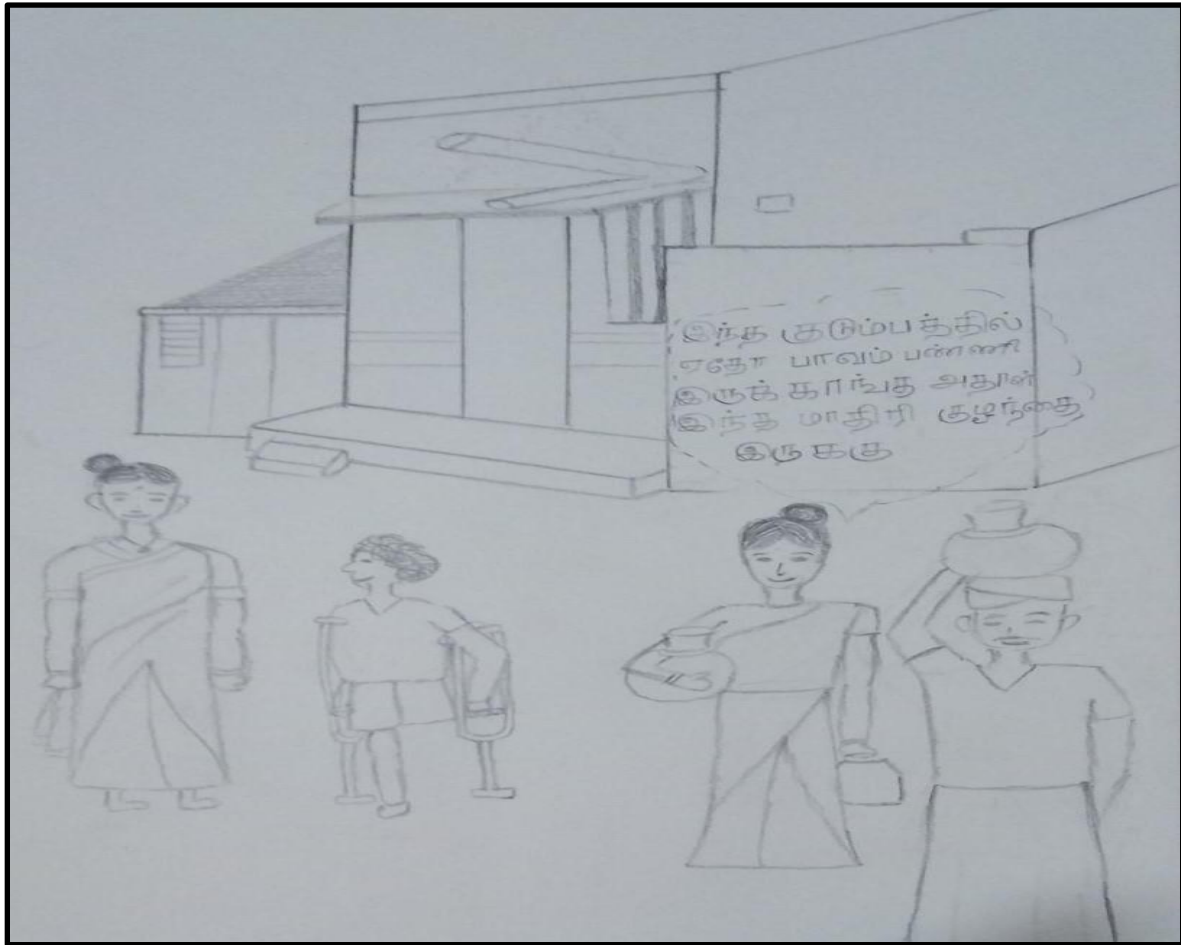
Step 1: Ask participants: What are the reasons a person can become disabled?

Step 2: On a board or paper: write down whatever participants say.

Step 3: Classify their answers into actual causes vs false beliefs

Actual Causes: Accidents, violence, malnutrition, genetic factors, inherited diseases, environmental hazards, infections, congenital (born with it), poor access to health care (not getting immunizations, not getting proper care during labor and birth), poisons / drugs /alcohol diseases such as diabetes, stroke, age related conditions such as arthritis.

False Beliefs: Women did wrong things during pregnancy, the mothers' habits are to be blamed, not doing proper prayers and rituals, curses, or sins from parents / ancestors, eating certain foods, mother is not a good woman, etc.



This activity tries to eliminate false beliefs surrounding disability.

Additional info for staff:

- Identify various beliefs that exist among the community. It may vary from community to community.
- If Community Rehab Workers (CRWs) have any doubts about the causes of disability, please do ask your specialists or other program managers.
- Due to these false beliefs people may not be willing to receive therapy / interventions that will benefit them, have a guilty feeling that leads to depression and worsening function.

NOTE: This activity 3 can also be performed as a street play

Activity 4

What is Disability?

Step 1: “We have been talking about disability this whole time, but what is the definition of disability?”

Step 2: “The definition is a physical or mental condition that limits a person's movements, senses, or activities.”

Step 3: “Is it the condition ALONE that makes a person disabled? Or does the way society is set up that make a person disabled? Please give examples of how society can make someone disabled.”

Step 4: Example - A person uses a wheelchair cannot enter a building that requires stairs or use a sink because it is too high, making them disabled. But, if we built ramps and low sinks, that person is not disabled in those tasks.

Step 5: “Raise your hands if you wear glasses to see. The people that raised your hands - do you consider yourself disabled? “

Step 6: “If society didn't provide you with glasses, you would be disabled, because you wouldn't be able to see. Therefore, what society provides often contributes to disability more than the person's impairment.”



This activity brings out the definition of disability but allows the participants to understand that disability does not just relate to the person's impairment, but to how their society is set up.

Activity 5

Empathy vs Sympathy vs Pity

Ask Participants:

Step 1: What are your feelings when you see people with disabilities?"

Step 2: "What do you hear from others in public spaces when they see people with disabilities?"

Step 3: Ask participants – "What is EMPATHY vs SYMPATHY vs PITY?"

Empathy means putting yourself in another person's shoes (completely understanding their perspective.

Sympathy means showing concern for someone when something bad happens.

Pity means feeling bad for someone's situation or condition.

Step 4: Show them the following pictures

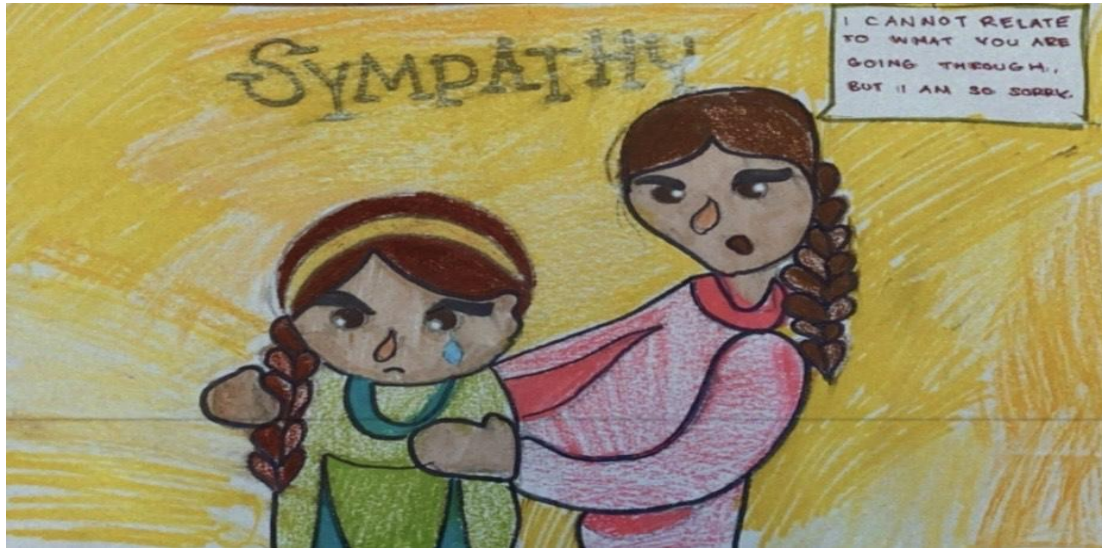
Picture 1: Pity

- Feeling bad for someone



Picture 2: Sympathy

- Showing concern for someone else



Picture 3: Empathy

- Understanding someone else's perspective



Step 4: Ask them which of these pictures is empathy, which is sympathy, and which is pity.

Picture 1 – Pity

Picture 2- Sympathy

Picture 3 – Empathy

Step 5: Ask the audience: Which of the 3 (empathy, sympathy, and pity) is the best? Answer: “Empathy” because only when we truly put ourselves into someone else’s shoes can we understand their perspective and then only can you truly help them.

This activity teaches the difference between sympathy, pity and empathy and also emphasizes how these perceptions will lead to denial of opportunity for PWD.

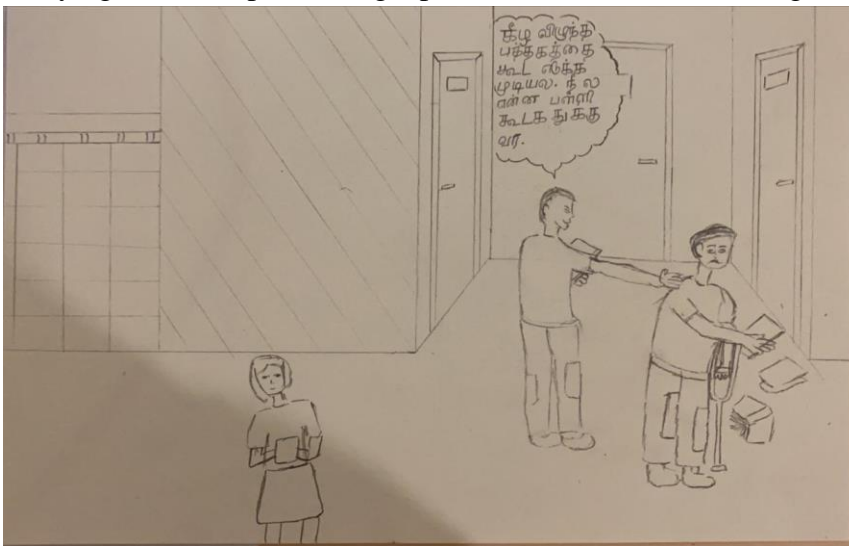
Activity 6

Challenges in the life of a Person with a Disability and their families

Step 1: Ask participants: “What are challenges faced by Persons with Disabilities (PWD) in the community?”

Step 2: Can give some examples that have not been said.

- Bullying (for example, calling a person deaf or blind or stating they are not welcome)



- Others not realizing their potential (for example, feeling that a person with an intellectual disability cannot be a productive member of society)
- Lack of attention or accommodations they need in a classroom setting
- People feeling that seeing a person with a disability is a bad omen
- Barriers in society (Steps in an office entrance, small doors for people with wheelchair, lack of braille books for people who have visual impairment, lack of sign language for people who have hearing impairment)
- Denial of work opportunities because of false perception of lack of ability

- Abuse – physical, sexual, verbal, and emotional are more common for people with disabilities

Step 3: Ask participants: “What are challenges faced by families who have a person with a disability in their household?”

Step 4 - Can give some examples that have not been said.

- Bullying - Commenting at the family
- Increased time for care
- Lack of acceptance from the community –families refusing to allow children to play together.
- Blaming the mother / family member for disability (your family didn't take proper care during pregnancy, or it because family members were related)
- Increased expenses (hospitalization, therapy, assistive devices)
- Community feels they are getting money from the government.
- People state they are faking it
- Transport: For various purposes like school/ college, access medical service, shopping, visiting family / friends, travel. Many times, these travels are essential. Public transport is much more affordable for us. So, we prefer to use it. It is the same situation for any person having a disability. But people in the community often do not want people with disabilities to travel by public transport because it gets delayed. Transport facilities are not accessible, which makes the problem worse.
- Increased physical burden of care. For example, most mothers and parents carry their children until they are 2-3 years old. After that we guide them to walk, and we supervise. But parents having children with physical disabilities may carry their children even if they are in 15 years or more.
- Divorce and parent separation is more common with families with children with disabilities
- Accessing community / religious institutions (i.e., temple, mosque, church), entertainment, leisure, and tourism (i.e., movies, parks, activities) more challenging. This may be because it is not physically accessible or parents feel stigmatized (for example, children with behavioral issues are not welcomed or allowed in). Community may also feel these activities are not essential. We need to raise awareness that actually these activities are essential for the well-being of PWDs and their families.
- Health and wellbeing are common for all. Have you ever observed how children and adults with disabilities are treated in governmental hospitals and few private hospitals? Often, access to health services is more challenging for PWDs.
- Education is essential for everyone's development. However, children with a disability are often denied education or asked to study in a different school, because it is more challenging for teachers and school management.
- Social avoidance

- Discrimination
- Condescension
- Stereotyping
- Blaming
- Internalization

On the other hand, do you think, that persons with disability and or their family members are treated indifferently in the society?

Step 5: What are the consequences of these challenges for a PWD and their families?

- Does not like to continue therapy/education/work
- Does not like to participate and move around in the community
- Does not like to care for their child with a disability –leave the child without intervention/abandon
- Leads to poverty, inequality, and poor mental health.
- Separation of couples
- Unhappy families
- Children and adults with disabilities are pushed out of the family system
- Cannot realize their true potential

The purpose of this activity is to make people connect with all challenges that people with disabilities face to make them sensitive to physical and emotional needs of PWD and their families.

Additional Info for staff

- Social avoidance: PWD is left out of social activities. People may be hesitant to make eye contact or start a conversation with someone who has a visible disability.
- Stereotyping: PWD is presumed to be helpless, unable to care for themselves, or unable to make their own decisions. People with one disability, such as a speech impairment, may be presumed to have other disabilities they don't have, such as an intellectual disability.
- Discrimination: Denied jobs, housing, or other opportunities due to false assumptions or stereotypes about disabilities.
- Condescension: PWD is treated as a lesser person or over-protected due to perceptions of their helplessness.
- Blaming: PWD is blamed for their disability or accused of using their disability to gain unfair benefits.
- Internalization: PWD adopts negative beliefs about their disability and feel ashamed or embarrassed about it

This section highlights the challenges faced by people with disabilities.

Activity 7

Inspirational Stories

Step 1: Ask participants to say what rights they believe persons with disabilities should have.

Step 2: Can write down or note the ones stated and can add to the list with the following right:

- make their own decisions.
- get an education
- go to university
- get health care.
- get a job
- be a doctor, engineer, laborer, scientist, teacher, cook, cleaner or any other job
- be the breadwinner in their household
- get married
- own property
- live by themselves
- be independent
- have children / sex / give birth
- go to temple, church, mosque
- be the head of an organization
- be the leader of country

Step 3: Ask the participants: “In the social and economic situation of our country, is it mandatory to do the reasonable accommodation to facilitate education and employment of children and adults?”

Step 4: Give the answer: “Yes, people with disabilities have the right to get reasonable accommodation for their participation in various activities including health and education. Separate laws and policies are formulated to protect and promote the rights of persons with disabilities. The laws and policies are not fully implemented due to lack of awareness and negligence of disability matters by the society and it is up to us to advocate for that to happen.”

Step 5: Ask the participants: “Do you know of anyone with a disability who has achieved some of these things and please describe their story?”

Step 6: Show flashcards or poster of persons with disabilities

Inspirational Stories:

There are many examples of people with disabilities being economically productive and having a great life as anybody else. Below are the life stories of people with disabilities engaged in various sectors and being economically productive because of the support that they received from their family, community, and their schools. Feel free to share or create the posters of people with disabilities in your own communities for the participants to learn about. You can choose the

stories that you feel are most appealing to the audience as there will not be time to share all stories.

Profiles of Persons with Disability

Shri S. Ramakrishna



I was doing my final year at the Government College of Technology, Coimbatore. While doing the Naval recruitment exercises, I fell down during the test and suffered multiple spine injuries which resulted in complete paralysis below the neck and total amnesia below C3 and C4 rib cage. I did not lose my courage and enthusiasm. After intense self-rehabilitation, I wanted to serve the society and spend my remaining life meaningfully. I decided to do something concrete and really useful to the under-privileged section of the society in my area and started Amar Seva Sangam, named after my Doctor Air Marshall Amarjit Singh Chahal in 1981, the International

year of the disabled, was registered under Tamil Nadu Societies Registration Act, 1975. Amar Seva Sangam has served the needs of more than 150,000 people with disabilities.”

Shri. Sankara Raman



“I am affected by Muscular Dystrophy and have been a wheel-chair user from the age of 12. I was denied schooling because the school management states there is no facility in the school for someone who cannot walk to go to classes and move around. However, my parents advocated for school accessibility and along with home studies with the support of my parents, I won a special merit scholarship for CA Inter and won a Gold Medal in CA Finals and became a chartered accountant. My disability has never deterred me from achieving what I wanted in any walk of my life. I had my

parents, especially my father's support and motivation all along my life.

The turning point in my life was the meeting with Mr. S. Ramakrishnan of Amar Seva Sangam in the year 1990. I admired his ability despite being paralyzed from neck down and his motivation and 'Vision' for betterment of people with disabilities and underprivileged. Initially I had planned to stay a few months at Amar Seva Sangam, Ayikudy for helping in maintenance of records and accounting purposes. As destiny would have it, I am still very much there, and have led the organization to be a globally recognized disability organization reaching more than 150,000 people with disabilities. When I started working at Amar Seva Sangam, I never thought I would get married, but as destiny would have it, a young lady saw me on TV being interviewed about Amar Seva Sangam and she fell in love. I am happily married to Pushpa, who supports me and my work at Amar Seva Sangam.

Dheepak



"I am a person with Cerebral Palsy, an alumnus of Vidya Sagar, a special school in Chennai. I completed schooling from Jaigopal Garodia Hindu Vidyalaya at West Mambalam. I then went on to complete my Masters in English from Loyola College, before graduating from The Asian College of Journalism. I am currently with The Hindu newspaper working in its Sports Desk as a Senior Sub-Editor. I started working in 2012 and am fortunate to be working in an area which is very close to my heart.

Inclusion has played a huge role in molding me into what I am today, and it taught me to ask for my rights. It also opened many new avenues and possibilities in front of me where I got the opportunity to be a member who could contribute to the society and break the stereotypes where we are looked at as just receiving ones.

I always use this saying. "We are not different from you, we are different like you" and inclusion is our golden ticket to socialize, to show the world that we can also compete and be better than non-disabled people". If a disabled person can be likened to a player in a team, then inclusion is the support staff that keeps him/her going. All of us are In-Dependent & not independent.

My better- half D. Nagarathinam is from Thiruvallur, having completed Xth STD. having worked at Vasantham Foundation before marriage. She is a strong-willed person, has been a

pillar of strength to me ever since 2015 the year we got married and together we conquer the 'Sport Called Life'.”

Arumugam



I am Arumugam, a person with dwarfism but did not feel any difference from others until I became older. I graduated class 10 from Siva Saraswathy Vidyalaya, an inclusive school inside Amar Seva Sangam, where everyone was welcoming and treated me no differently from other children. To pursue my higher secondary education, I went to a public school. That point in life made me feel different from other children because people outside the campus have not seen people with disabilities like me much so, either people tease me or feel sympathy for me. Both of these made me feel distant from my community. In this situation my peer groups were more understanding, but smaller kids did not know how to communicate with me. So, they made

fun of me. That was tough to get adjusted to. I chose to do a diploma in special education as I could help children with disabilities learn and progress in life and more than anything gives the children, and their parents hope that life could be normal. For the past 10 years now, I have been working as a special educator and use the public transport system for travelling every day. Currently I am working in the District Early Intervention Center in Tenkasi Government Hospital, as part of the government – Amar Seva Sangam collaborative early intervention program.

In all these years, one common hindrance that I face is with public infrastructure. As part of my job, I travel a lot for which I have to use public buses on a daily basis. Steps in buses are really high. I face difficulty to climb up and down. These kinds of hindrances stand in the way of my health and career development. Despite these hindrances, I have been able to impact the lives of many children with disabilities through my work as a special educator.”

Avani Lekhara



Avani Lekhara became first Indian woman to win a gold medal in shooting at Paralympic Games. Lekshre, who suffered a life-changing car accident when she was 11, started shooting six years ago after her father brought her to a shooting range. “Summer vacations 2015, my father took me to the shooting range. I shot some shots, and they were

pretty OK. So, I just started as a hobby, and here I am," Leksha said. She was inspired to take the sport seriously after reading a book by Indian Olympic shooting champion Abinav Bindra, setting her mind to equal Bindra's achievements. With this victory, Lekhara will serve as a great role model for everyone with and without a disability who is thinking of taking up a sport or a para sport: "When you are a para-athlete, people start judging you. To live with a disability is a victory in itself," she told the *Bridge* in early August ahead of the Paralympic Games.

Ajit Jogi



Ajit Kumar Jogi was the first Chief Minister of the state of Chhattisgarh. He served as the CM of the state between November 2000 and December 2003. He has been a member of both the Houses of the Parliament apart from being elected to the state legislature. In 2004, he met with an unfortunate road accident which left him partially paralyzed and he was on wheelchair thereafter but never gave up his fight as a leader. On 29 May 2020 at the age of 74 years he passed away because of multiple cardiac arrest.

Arunima Sinha



Arunima Shina was a national volleyball player. She wanted to join the [paramilitary forces](#). She got a call letter from the [CISF](#) and faced her life-changing accident while traveling to Delhi. Robbers snatched her bag and pushed her out of the running train. She fell on the track and was unable to move due to her severe injuries. A train coming from the opposite side ran over her leg below the knee. The locals then took her to the hospital and her leg was amputated. She was eventually given rehab

and a prosthetic limb. Her aim was to climb each of the continents' highest peaks and hoist the national flag of India.

She has already done seven peaks as of 2014:

Everest in Asia, Kilimanjaro in Africa, Elbrus in Europe, Kosciuszko in Australia, Aconcagua in Argentina, and Carsten's Pyramid in Indonesia. She completed her final summit of Mount Vinson in Antarctica on 1 January 2019.

Step 7: Ask participants - "What makes it possible for people with disabilities to reach their potential?"

Step 8: You can share the following examples in addition to what participants have said.

- Early identification of delay and disabilities
- Early Therapeutic intervention
- Supportive and inclusive education
- Motivation and support from family, neighbors, and community
- Reasonable accommodation
- Recognition of skills at workplace

Step 9: Conclude the activity - PWD faces a lot of challenges in the community. Only few are able to sustain and stand out and achieve success. However, many more can succeed if we, as a society, support people with disabilities and advocate for them.



This section highlights the potential of people with disabilities through real life stories and highlights the support needed for this to happen. This section is meant to inspire the participants and give them stories that will stick with them.

Activity 8

Assistive devices and adaptive environment



Step 1: Ask the participants: “What is an assistive device?”

Step 2: Give the answer. “Any products, equipment, and systems that enhance learning, working, and daily living for persons with disabilities.”

Step 3: Ask the participants to list some assistive devices you may have seen?

Step 4: Give Examples: wheelchairs, walkers, braille books, hearing aid.

Step 5: Ask the participants: “What is an Adaptive environment?”

Step 6: Give the answer: “Things that make the surrounding environment for people with disabilities more accessible. Examples include: ramps, grab bars, wide doors, accessible classrooms, train station, etc.

Step 7: Ask participants: “If you give a child a wheelchair will it make them dependent on it for life?”

Step 8: Answer, “Assistive devices make people with disabilities MORE independent and less dependent. Does it give them more independence and freedom of movement and allow them to develop better?”

Give Examples:

- Ramps at school or offices and provision of wheelchair allows children into the classroom to get an education or adults into the workplace to earn a living
- Braille books allows blind children to “read “and get an education
- Walker can allow someone to move independently to achieve independence



This section highlights the importance of assistive devices and adaptive equipment.

Activity 9 - Promoting Inclusion



Step 1: Ask participants: “Should children with disabilities study in regular school along with other children?”

Step 2: Provide the answer – “In many circumstances, this is the best approach for students with disabilities to be included, integrated and achieve their potential. It is also good for the other students to be with children with disabilities as they learn empathy, how to be helpful and also have a lot to learn from children with disabilities as they can be very creative. In some circumstances, children with disabilities need to attend special schools if they cannot be managing or be accommodated in an integrated school.”

Step 3: Ask participants – “What can be done to promote inclusion of people with disabilities?”

Step 4: Can give the following answers:

- Early identification of delay and disabilities
- Early Intervention
- Therapeutic intervention to improve and maintain function
- Using assistive devices
- Inclusive and adapted education (i.e., using magnifying glass for children with visual impairment or special teaching methods for children with autism)
- Environmental modifications (i.e. ramps, grab bars, etc.)

Step 5: What can YOU do to promote inclusion of people with disabilities?

Step 6: Can add to their answers with the following:

- Encourage families to access the therapeutic services
- Encourage using assistive devices
 - Wherever persons with disabilities are bullied, be a voice for them.
 - Get to know people with disabilities by engaging in conversations when the situation permits.
 - Never treat people with disabilities or their families with pity. Treat them with empathy
 - Let your children play and talk to children with disabilities as it will make your child more empathy and understanding at the same time make our community more field for children with disability.
 - When the school that your child is in denies an admission to a child with disability take this issue to the parent’s association of school management
 - If other parents in your child school are reluctant about enrollment of children with disabilities, engage in conversations with them and get them onboard with the idea of inclusive education.
 - Encourage families for their dedication and commitments in bringing up the child
 - Cooperate in implementing the entitlements of children and adults with disabilities
 - Respect the families of children with disabilities for their extra effort. Although parents are responsible to bring up their children, it is a collective effort of the society.

Activity 10 - What is early intervention and child and adult rehab?

Step 1: Conclude the session with explaining: What is early intervention and child and adult rehab?

Answer: children and adults with disabilities are provided therapy and support in their areas of impairment (speech therapy, physiotherapy, OT, special education) to improve their development and function



Step 2: Talk about what your organization does in the community to provide rehab services and promote inclusion for people with disabilities.

How we do it at Amar Seva Sangam? (as an example)

- (a) We have community rehab workers visit children in their homes or at school once per week and provide EI and child rehab therapy. Once per month, rehab specialists (special educators, speech trainers and PTs) also visit, and they support the CRWs and parents
- (b) We have special app - Enabling Inclusion app which helps CRWs and parents
- (c) We focus on training and empowering parents so that they can maximally support their children
- (d) We work with Tamil Nadu and local District Government to coordinate efforts
- (e) We also have a center in Ayikudy where children and adults come for rehab and inclusive and special education schools
- (f) We organized Self-Help groups for people with disabilities
- (g) We provide vocational training and also assist with livelihood support for people with disabilities
- (f) If you know of anyone with a disability that is need of help, you can refer them to ASSA

4) Women Awareness Program

When conducting a women's awareness program, you can have a pre and post awareness program questionnaire. If using the Enabling Inclusion® app, the results can be recorded for tracking the change in knowledge and attitudes of your participants.

Below is a sample of multiple-choice questions you can administer.

- 1) Is disability common across various communities and families?
 - A. Yes, common among all the community and families (correct answer)
 - B. No, very rare and only for few community and families

- 2) What is NOT a cause of disability?
 - A. Accidents
 - B. Poisons/drugs/alcohol
 - C. Curse (correct answer)
 - D. Diseases

- 3) Which is the best approach towards a person with disability or towards families with a child with a disability?
 - A. Empathy (correct answer)
 - B. Sympathy
 - C. Pity

- 4) What is the cause of impairments for people with disabilities?
 - A. The physical and mental condition of a person leads to impairment
 - B. The society's lack of accessibility leads to impairment
 - C. The combination of physical and mental condition of and society's lack of accessibility leads to impairment (correct answer)

- 5) Do persons with disabilities have the right to education and employment?
 - A. No, most people with disabilities are not capable of education and employment.
 - B. It is not in the laws of India, but we can try to support them to achieve it
 - C. Yes, it is in the laws of India, and we should support them to achieve it. (Correct answer)
 - D. Yes, but it is up to the government alone to support them.

- 6) Should children with disabilities study in regular school along with other children?
 - A. Yes, in most circumstances, this is the best approach (correct answer)
 - B. Yes, but may not be good for other students
 - C. No, they should all study in special school
 - D. No, they do not need to attend school.

- 7) Should women with a disability get married?
 - A. No, they do not have the capability
 - B. Yes, all women with disabilities should get married.
 - C. In many circumstances, it is possible and should be supported by society. (Correct answer)
 - D. It should not be allowed.

- 8) What is the role of women with disabilities in society?
 - A. It is better for them to stay in home
 - B. It is better for them to have a family member to support them
 - C. Society should support them (correct answer)

- 9) If you give a child a wheelchair, it will:
 - A. Make them dependent on it for life
 - B. Make them more independent for mobility and improve their function and development? (Correct answer)

- 10) What else makes it possible for people with disabilities to reach their potential?
 - A. Early identification of delay and disabilities
 - B. Therapeutic intervention
 - C. Education
 - D. Motivation from family and neighbors
 - E. Reasonable accommodation
 - F. Recognition of skills at workplace and in society
 - G. All of the above (correct answer)

Target audience: Women

Introduction:

It is essential to prepare the community to understand challenges faced by persons with disabilities and their families, inclusion and supporting laws, and bring a focus on the intersection of 2 characteristics which lead to marginalization– having a disability and being a woman.

We believe that collectively addressing women on disability matters will have a greater impact on society. Studies have also concluded that women with disabilities are two to four times more vulnerable to domestic and sexual violence than non-disabled women (Dunkley et al 2018). The imposition of lockdown due to COVID-19 has made women more vulnerable to violence but the concerns of 11.8 million women with disabilities (MOSPI 2016) remain invisible in the narrative around this issue.

Objective:

To have women and men gain understanding about developmental delay, disability, exclusion of women with disability, challenges faced by mothers of children with disability in the society, stigma, and Inclusion of persons with disability in aspects of life.

For the women's awareness programs, the same activities as community awareness programs can be used, but we introduce some additions and slight modifications for you to consider.

Activity 1**Who are people with disabilities?**

You can use the same questions and prompts that were introduced *in activity 1 of community awareness programs*.

Additional prompts you can use if you are addressing a women's group:

Ask the participants the following questions and wait for their responses, note all the responses in a chart paper or verbally.

- With a show of hands, how many of you are members of women Self-Help Groups (SHG)? Do you have any women with disability members in your SHG?
- Has a person with a disability visited your home? If so, what was your feeling or what will be your feelings if a person with a disability visits your home?
- If a child with a disability studies in your child's class or your child has a friend who uses a wheelchair, what would be your feeling?

Through this activity we have sent that message that people with disabilities are part of their own community and families and possibly their children's and family members' lives and are people who they love, and they want to be respected and treated fairly.

Activity 2

Visible vs. Invisible Disability



You can use the same questions and prompts that were introduced in *activity 2 of community awareness programs*.

As a modification or an additional topic of discussion, you can talk about postpartum depression, which is depression suffered by a mother following childbirth, typically arising from the combination of hormonal changes, psychological adjustment to motherhood, and fatigue. Often this can lead to an invisible disability and stigma. It is important to see this as an invisible disability and something that is real and supports women in this situation.

Activity 3

Causes of Disability



You can use the same questions and prompts that were introduced *in activity 3 of community awareness programs*.

It is especially important to focus on de-bunking the false narrative that it is the mother's fault when a child has a disability.

Activity 4

What is Disability?

You can use the same questions and prompts that were introduced *in activity 4 of community awareness programs*.

Activity 5

Empathy vs Sympathy vs Pity

You can use the same questions and prompts that were introduced *in activity 5 of community awareness programs*.

Activity 6

Challenges in the life of a Person with a Disability and their families

You can use the same questions and prompts that were introduced *in activity 6 of community awareness programs*.

In step 3 when asking participants: “What are challenges faced by families who have a person with a disability in their household?”, you can focus on challenges faced by MOTHERS.



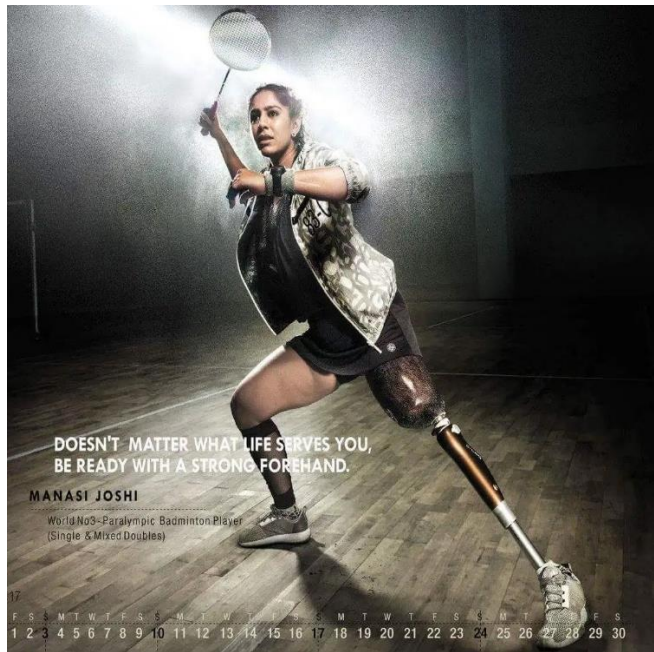
Can also highlight that, Girls and women with disabilities face more domestic violence and sexual abuse silently. Studies have also concluded that women with disabilities are two to four times more vulnerable to domestic and sexual violence than non-disabled women (Dunkley et al 2018).

Activity 7

Inspirational Stories

You can use the same contents that were introduced *in activity 7 of community awareness programs*. However, you can highlight the stories of women with disabilities here.

Manasi Joshi



I was born a child without any developmental delay and had access to all education I needed. But life changed when I met with an accident in Mumbai in the year 2011. After that accident I lost my leg and had to have an amputated leg. After this major incident I started to do meditation and play badminton to be fit. Playing badminton started as rehabilitation went on to become my career over this span of 5 years. In 2015, I won silver in mixed doubles in para badminton world champion. After this, sporting has become my profession in spite of my disability. Since my accident I have been advocating for the rights of the people with disabilities.

Preethi Srinivasan



I had my early childhood education in the United States and started my graduate school at University of Madras. I was the captain of the under-19 **Tamil Nadu** women's cricket team and led the state team to the national championships in 1997 at the age of 17. After that I met with an accident and became quadriplegic which made me to pursue my graduation in medical sociology from university of Madras. Being a survivor I co-founded *Soul free*, a foundation that champions the causes of restoring, rehabilitating, and re-integrating those suffering lethal spinal cord injuries and spreads awareness on its prevention among Indian youth.

Jyoti Amge



Jyoti Kisange Amge is an Indian actress notable for being the world's shortest living woman according to the *Guinness World Records*. My height is 62.8 centimeters (2 ft. 0.6 in) I am very short due to a genetic disorder called primordial dwarfism. This was not my barrier to be in the film industry.

There is a major stigma regarding women with disabilities getting married. Here, you can discuss that more and talk about how many women with disabilities are willing, able to and have the right to get married. Of course, there are circumstances where women with disabilities do not have the mental capacity to consent to marriage and marriage can lead to abuse. This can also be addressed.

Activity 8

Assistive devices and adaptive environment

You can use the same questions and prompts that were introduced *in activity 8 of community awareness programs*.



Activity 9 - Promoting Inclusion

You can use the same questions and prompts that were introduced *in activity 9 of community awareness programs*.



Activity 10 - What is early intervention and child and adult rehab?

You can use the same questions and prompts that were introduced *in activity 9 of community awareness programs*.

5) Student Awareness Programme

UNESCO (2013) recognizes “inclusive education is a dynamic process of change and improvement through which the education system, and individual schools, school managers, and teachers address the education needs of all children without discrimination”

The first peer group that a child engages and enjoys is through schooling which is often not a friendly environment for a child with disability. This is because of the prevailing nature of our schooling system which consists of teachers, students and school management who are not able to understand the needs of children with disabilities to make it an accessible and engaging atmosphere. Ideally, the schooling environment should provide children with an opportunity to learn, play, grow, engage, and improve one’s own development and then contribute to society for the betterment of everybody. In reality, unfortunately our whole society including the schooling system has moved in the direction of a competitive nature in which knowledge and skills are individualized rather than being a cooperative learning space in which knowledge is shared with diverse groups to enhance collective learning for the improvement of each and every individual. We aspire to change these dynamics in our schooling system through continuously engaging with our schools in our community by involving all the stakeholders including students, teachers,

and school management. As children are naturally curious to learn and are also going to be adults soon it is important, they understand the difficulties that disabled people face in society and be a part of enabling inclusive education from their childhood and embrace the diversity of their classroom and peers which will make them become empathic citizens in future.

We divide content and approach of school awareness into three sections: teachers, students, and school management as all the three stakeholders play an important role in enhancing inclusive education at different levels which makes their roles and responsibility different to achieve the same goal. In the first part we will look at how to teach children about the discrimination and difficulties associated with disabilities in a simple way without throwing terminologies at them and to embrace the diversity among people as a part of society and nature.

The second part focuses on teachers. The approach is to bring an attitude change in teachers, making them realize that children with disabilities have a great potential and it is their responsibility to include, engage, educate, and teach them and promote an inclusive classroom environment. This section will also give them with legislative background in India to emphasize their duty towards children with disability.

The third part is for school management to provide them with a legislative backdrop and implementation strategy for enhancing inclusive education. It also will impart in them, the confidence and sense of responsibility to educate all children and provide children from marginalized and disadvantaged communities equitable access to school. The goal is to management from being discouraging and discriminating against children with disabilities and their parents.

5.1) Students Awareness to Enhance Peer Support

The main aim of this approach is to provide children with disabilities with supportive, understanding and enabling peer groups for them to learn and grow together. As children in school consist of 6- 16 years whose level of understanding is different and highly vary according to their age group we further divide this into two groups primary and above primary to conduct awareness according to their capacity.

5.1.1) Primary School Awareness Programme

This will be for children of age group 6 to 10 years who have just learned alphabets, numbers, small sentences, and small value-based stories. So, the content for them should be simple and conveyed only through visuals and activity formats to keep them engaged to the content.

Activity 1 Distribution



- Distribute chocolate to children and exclude some children based on their skin color/height/gender.
- After that, ask the children who were excluded: How do they feel about not being given chocolate?

By this activity we are teaching the kids the feeling of being excluded/neglected.

Tell them that, today we are here to talk about children with disabilities and our goal is to make sure they are never excluded and include them as best as we can.

Also tell them why everyone should enjoy the same opportunities.

Activity 2

Randomly pick 5 kids from the programme. Blind fold them using a cloth. Then ask them to walk back to their seats/ principal's office/ staff room.

Untie their blindfold, give two children the chance to narrate their experience before uniting their blindfold?

Once again blindfold all 5 children and give each one of them a volunteer to guide them to the places they want to reach. Again, ask them to narrate their experience.

By this activity we introduce the children with the concept of vision impairment and how narrating the situation would help people without vision to understand their surroundings better.

Activity 3

Dumb Charades

Pick 2 children randomly. Give one child a sheet of paper with a sentence written on it and ask him/her to act that out for the other kid to identify without uttering a single word. Ask both the children about the experience of the game.

After that, teach all children some basic sign language. After that, we continued the game with a few other children. This will help children know the difficulty of communicating without speech and alternative for it.

Activity 4

Visualization

Show children pictures of a person using a wheelchair or walker for mobility. After they have looked at the picture ask them if they have seen anyone who uses a wheelchair to move around?

If anyone says yes, ask that child:

When and where did you meet that person?

Who was with you? What did they tell you about that person?

Did you talk to them?

If yes, what did you talk about?

If no, why didn't you talk?

Purpose of this activity is to introduce them to the concept of disability in mobility. It also teaches them how to approach them. You can tell them to not to stare at people using wheelchairs, but instead tell them to talk to a person in a wheelchair after asking their permission and be friendly with them.

By this activity we teach children how people with disabilities are not supposed to be excluded/neglected from the community.

Activity: 5

Select 3 volunteers and give each volunteer 3 pairs of socks to wear in their hand; ask them to do any fine motor activities. Ask all the three about their experience and share with the team; People with poor hand muscle function experience the same every day.

Give some adaptations to the materials used for that fine motor activity and explain to the students how the PWD are managing their work.

Activity 6

Step 1: "We have been talking about disability this whole time, but what is the definition of disability?"

Step 2: "The definition is a physical or mental condition that limits a person's movements, senses, or activities."

Step 3: “Is it the condition ALONE that makes a person disabled? Or does the way society is set up that make a person disabled? Please give examples of how society can make someone disabled.”

Step 4: Example - A person uses a wheelchair cannot enter a building that requires stairs or use a sink because it is too high, making them disabled. But, if we build ramps and low sinks, that person is not disabled in those tasks.

Step 5: “Raise your hands if you wear glasses to see. The people that raised your hands - do you consider yourself disabled? “

Step 6: “If society didn’t provide you with glasses, you would be disabled, because you wouldn’t be able to see. Therefore, what society provides often contributes to disability more than the person’s impairment.”

This activity brings out the definition of disability but allows the participants to understand that disability does not just relate to the person’s impairment, but to how their society is set up.

Activity 7:

Step 1: Ask students to say what they believe persons with disabilities can achieve in school and life?

Step 2. Can write down or note the ones stated and can add to the list with the following:

- Be independent
- Learn a lot in school
- Get good marks
- make their own decisions.
- get a good education
- go to university
- get health care.
- get a job
- be a doctor, engineer, laborer, scientist, teacher, cook, cleaner or any other job
- be the breadwinner in their household
- get married
- own property
- live by themselves
- have children
- go to temple, church, mosque
- be the head of an organization
- be the leader of country

Give a few inspirational stories of children and young people with disabilities that the students can connect with. (Refer from community and women awareness part)

Activity 8

How can we help/support our friends or classmates with a disability?

1. Do not bully any children/adult with disabilities; stop if anyone bullies them. (Add suitable picture)



2. Ask your friend with physical disabilities if he/she needs any help to reach the toilet, to take note/pen, from a bag, to reach home etc. Many children with disabilities do not come for school due to non-availability of escort to reach school. But do not overdo i.e., let the person do whatever he/she can do by themselves
3. If there is a student with low vision - let him/her sit in the first row, avoid unnecessary noise so that he/she can listen to the classes. Clear the pathways i.e., remove any obstacles in the pathway.
4. If there is a student with hearing impairment - speak in front of the child, speak slowly so that he can lip read and understand.
5. If a student is running around, making unusual sounds, be calm, do not laugh at him/her. Remember he/she has different sensory patterns.
6. Adapt your games so that different disabilities can be included. Facilitator to ask the students what are the games/sports that you play in your free time (lunch break/ PET period and together with participant students can explore the possibilities of inclusive games.
7. Children with disabilities sometimes learn in different ways. Be understanding of that and remember that you can learn a lot from them as well.

5.1.2) Middle and High School Programme

Children in higher grades have the ability to understand both physical, intellectual and other type of other types disability. Not being taught how to engage and accept children's disability makes ignorant and leads to non-inclusion and bullying. Bullying can only be addressed through

cultural change in our schooling system which is a long and time-consuming process yet there are no shortcuts to bring a cultural change. As our Community Rehab workers (CRW) and specialists are working with children and engaged with schools, they could help us in achieving this goal through awareness programs in the long run. Conducting an awareness programme in school has time constraints, so we have chosen some specific activities to enable children in higher classes to understand the intricacies of learning disability.

Activity 1

Naming Patterns

Ask children if they have a nickname that people use to tease them. Or people tag them using some words. If someone raises their hand, ask them:

What is his/her nickname?

Who named him/her?

Who calls him/her using their nickname?

Why are they named that way?

How do they feel about being tagged and called by a name which is not theirs?

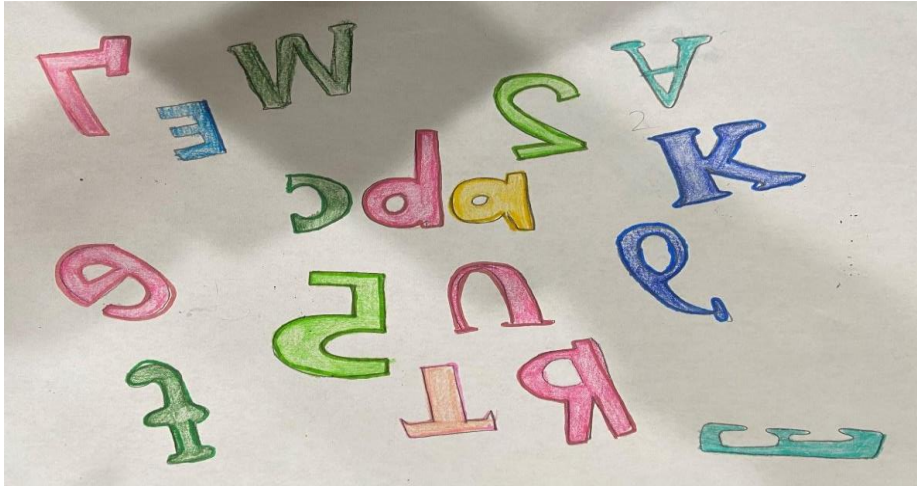
After their narration, show the pictures and narrate the stories of PWD who have faced harassment and their trauma.

Mr. Murugan who hails from Reddiyarpetti, Tenkasi has been infected by Polio by age of 2 and was unable to walk any longer. He pursued his early childhood education in government schools in which he was initially denied admission because of his disability. After recommendation by the village leaders, he was admitted into school but was continuously being bullied and teased by his peers till the age of 10 because of his mobility. During middle and high school days' peers and friends became supportive but school infrastructure and culture was not supportive enough to include him in regular activities like every other child. Washroom facilities in school being as far as a 1 km did make life in school difficult for him. Then play time in schools was only facilitated for able bodied people and was always denied an opportunity to play.

Through this activity we try to make teenagers understand the impact this naming culture holds on an individual. Through the stories of PWD narration by their peers will make the children listen to the voices of people with disabilities.

Activity 2

Fun with Reflection



Write a sentence in a mirror image format. Ask a child to read it. If a child is not able to pick someone to read it. After that, place the mirror beside the board and ask them to read the reflection of the sentence in the mirror.

By this activity, we teach children about dyslexia. This is the first step to introduce the children with learning disabilities which their peers could have.

After explaining this concept, ask them if they have seen anyone having this issue? How did they react and interact with that person?

Activity 3

Playing with Fingers

Select three volunteers from the participants; ask them to hold 2 pens horizontally between the fingers and ask them to write. Let them share their experience with the team.

This activity is to make children understand the fine motor movements and to introduce them to difficulties that children like them who have delayed motor developments would face in engaging with fine motor activities.

Activity 4

Looking through Goggles

Select 2 volunteers and give them two goggles that limit vision and ask them to go to a place in the campus. After returning from the place, let them share their experience with all and what kind of support would make this easier for them in this situation of blurred vision.

This activity makes kids realize the challenges of a visually challenged person, how this world looks for visually challenged persons and what kind of support can we provide to them as a community.

Activity 5

Tick Tock Syndrome

Pick a child at random, ask him/her to play drums on a bench, simultaneously ask a teacher to teach a lesson, then ask a group of kids to enact a drama. Allow this to happen for a few mins.

After that, pick a child at random and ask him/her to explain what was happening. When he/she fails. Explain the concept of autism and it has impacted few of their friends.

Or

Show the picture of the marketplace and ask them to sense all the activities, smells, sounds in market environment.



Write down the words that they used to describe the words.

Point out words related to all kinds of senses written on the board to introduce them to the concept of the challenges people with autism face with sensory perception and sensory overload.

Sensory Integration:

With all these sensory input, we are able to manage and focus on our purpose of visiting the market and we are able to integrate all the senses. But if all these senses are standing alone and bother us, then it will be difficult to focus on our purpose and people with autism feel this way.

Activity 6

Empathy vs Sympathy vs Pity

You can use the same questions and prompts that were introduced in activity 5 of community awareness programs.

This activity teaches the difference between sympathy, pity and empathy and also emphasizes how these perceptions will lead to denial of opportunity for PWD.

Activity 7

Step 1: Ask students to say what they believe persons with disabilities can achieve in school and life?

Step 2. Can write down or note the ones stated and can add to the list with the following:

- Be independent
- Learn a lot in school
- Get good marks
- make their own decisions.
- get a good education
- go to university
- get health care.
- get a job
- be a doctor, engineer, laborer, scientist, teacher, cook, cleaner or any other job
- be the breadwinner in their household
- get married
- own property
- live by themselves
- have children
- go to temple, church, mosque
- be the head of an organization
- be the leader of country

In the end of the session after introducing the different disability and supporting that disabled child's need from his/her friends. Tell them inspiring stories of celebrities who have overcome disabilities like Hellen Keller because of the support of her friends, family, and teachers. Other examples for this can be taken from community and women awareness.

Activity 8

Step 1: “We have been talking about disability this whole time, but what is the definition of disability?”

Step 2: “The definition is a physical or mental condition that limits a person's movements, senses, or activities.”

Step 3: “Is it the condition ALONE that makes a person disabled? Or does the way society is set up that make a person disabled? Please give examples of how society can make someone disabled.”

Step 4: Example - A person using a wheelchair cannot enter a building that requires stairs or use a sink because it is too high, making them disabled. But, if we built ramps and low sinks, that person is not disabled in those tasks.

Step 5: “Raise your hands if you wear glasses to see. The people that raised your hands - do you consider yourself disabled? “

Step 6: “If society didn’t provide you with glasses, you would be disabled, because you wouldn’t be able to see. Therefore, what society provides often contributes to disability more than the person’s impairment.”

This activity brings out the definition of disability but allows the participants to understand that disability does not just relate to the person’s impairment, but to how their society is set up.

Activity 9

Inclusion is a spectrum of Diversity

Ask the participants to describe diversity among people.

Various language, color, ethnicity, capacity, gender etc. This world belongs to all of us.

Explain to children inclusion of people with disabilities is as a part of diversity.

Only when we all have respect for each other, tolerance and patience can life on the earth be smooth for all. This includes PWD.

What can we do for inclusion?



1. Bullying is the major reason children with disability do not want to come to class. Your bullying affects others' right to education - reducing their opportunities in future. Avoid naming culture.
2. Do not bully any children/adult with disabilities; stop if anyone bullies them.
3. Ask your friend with physical disabilities if he/she needs any help to reach the toilet, to take note/pen, from a bag, to reach home etc. Many children with disabilities do not come for school due to non-availability of escort to reach school. But do not overdo i.e., let the person do whatever he/she can do by themselves
4. If there is a student with low vision - let him/her sit in the first row, avoid unnecessary noise so that he/she can listen to the classes. Clear the pathways i.e., remove any obstacles in the pathway.
5. If there is a student with hearing impairment - speak in front of the child, speak slowly so that he can lip read and understand.
6. If a student is running around, making unusual sounds, be calm, do not laugh at him/her. Remember he/she has different sensory patterns.
7. Adapt your games so that different disabilities can be included. Facilitator to ask the students what are the games/sports that you play in your free time (lunch break/ PET period and together with participant students can explore the possibilities of inclusive games.
8. Children with disabilities sometimes learn in different ways. Be understanding of that and remember that you can learn a lot from them as well.
9. Ask each volunteer who has experienced different limitations about what would be the help/support they would expect from his/her colleagues. Emphasize on not to overdo.
10. Talk to your parents who may have concerns about you with respect to having a disabled peer. Tell how diverse your class is and that having someone with a disability in your class increased diversity and enhances your education.

5.2) Teacher's Awareness to Enhance Inclusive Classroom

Teachers are a core stakeholder in a child's life. It is important that teachers are on board with the idea of inclusive education as inclusive education is not just the enrollment of children with disabilities in schools but inclusion in the learning process. The entire idea of inclusive education will fail without the support of teachers who act as a facilitator and role model in every child's life. Scruggs, Mastropieri, and Liens (2011) conducted a systematic review of 40 attitudinal survey reports of teachers from countries including the United States, Italy, Serbia, Greece, and South Korea which reported that only 40% of participants agreed that "all students with

disabilities should be educated in general education classes.” We envision changing these dynamics in our system which requires building awareness amongst our teachers.

According to Shulman (2004), teacher education must prepare teachers with three key elements which are called “three apprenticeships.” These are heart, head, and hand.

5.2.1) Classroom Attitude

Heart: To bring in attitudinal change. Though put up in simple and crisp words, it is one of the most difficult and time-consuming tasks especially difficult in our country which has taboos about disability that reinforce exclusion.

Head: To provide the knowledge of inclusive education that is strategies, ideas and plans to carry forward the concept of inclusive education. In our country education programmes fail to educate our teachers about inclusive education in any of their core courses. In addition, most of our teachers have not been to an inclusive school for their practicum and therefore they are not equipped to handle an inclusive classroom. In the longer term, we need to advocate for special education as a core course in all teaching programmes. For now, we will focus on training teachers within our community with our special educators who have both theoretical and practical knowledge of inclusive education.

Hand: To provide necessary skill sets to handle an inclusive classroom. Inclusive classroom is a space which is suitable for all the children irrespective of them being disabled or not. So, the curriculum covered, and assessment conducted should be designed individually depending on the child's ability.

Activities for teachers' awareness

Activity 1- (15 min):

Group all participants in pairs or in threes and ask them to discuss:

Describe about one child with disability that you have/had in your classroom or during teachers training program. Explain the type of disability, how does/did the child learn, what are the activities that the child participated and what are the reasonable accommodation given to promote participation and learning?

After the discussion, ask some of the groups to present what they discussed to the larger group.

Activity 2- Explain Inclusive education:



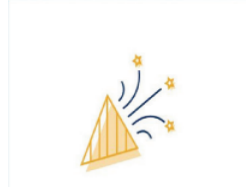
Most of you have some experience of teaching a child with disability. Why would a child with disability study in a regular school? What is Inclusive education?

Concept of Inclusive education:

Inclusion in education is based on the belief that every child can learn and realize her full potential if provided equal opportunities to participate in school, supported with resources required as per her condition and taught in a manner appropriate to her needs.

The key concepts and ideas of inclusive education:

Concept	Explanation
<p>Each child is unique in terms of physical ability and mental capacity and has a preferential learning style and each human being responds to her/his experience and environment in her/his own individual way.</p>	<p>Diversity refers to this range of human differences, including differences in race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, or attributes, religious or ethical values, nationality, political beliefs, and disabilities. Inclusion aims at bringing all these children with their different abilities and needs together to learn under one roof.</p>  <p>Celebrate diversity and individuality</p>
<p>Ideally, a child must receive education in an environment that is the least restrictive and is most conducive to his/her needs.</p>	<p>Children studying in an Inclusive school develop confidence and imbibe values of sharing and participation. Thus, inclusion is a basic human right and not a privilege.</p> 
<p>Equitable does not mean to be equal. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Equity means giving more to those who have less to equalize opportunity and redress disadvantage.</p>	<p>The basic philosophy of inclusion is based upon addressing the diversity present in learning environments that are effective and beneficial for all.</p>

	 <p>A version of the equality vs. equity picture that highlights the importance of inclusion of people with disabilities. Image courtesy Maryam Abdul-Kareem.</p>
<p>All teachers should be the teachers of students with disability.</p>	<p>Focus on abilities rather disabilities</p>  <p>Focus on abilities rather disabilities</p>
<p>Honor the needs of all students equitably</p>	<p>Celebrate diversity and individuality</p>  <p>Celebrate diversity and individuality</p>

Activity 3:

Divide the participants into 3 groups:

And ask each group to reflect on: the Challenges and Opportunities in inclusion of children with the following condition in their schools by giving each group of them one of the scenarios below. Ask them to list the changes needed in the classroom environment and curriculum delivery to facilitate inclusion for children with these issues.

1. Limited physical abilities:
 - a. Unable to sit independently
 - b. Unable to reach and grasps
 - c. Unable to stand and walk
2. Limited cognitive abilities:
 - a. Unable to follow verbal instructions/social rules
 - b. Unable to sit in one place/run away from the class
 - c. Unable to indicate toileting needs
 - d. Slow learners
 - e. Specific learning disabilities
3. Limited sensory abilities:
 - a. Hard of hearing, understand gestures
 - b. Visual impairment

c. Hypersensitivity to sounds and light

After the discussion, ask some of the groups to present what they discussed to the larger group.

Activity 4:

Together explore the inclusive education possibilities.

Divide the participants into 5 groups and give each group of them one of the scenarios below.: And ask them to reflect on: the Challenges and Opportunities in inclusion of children with the following condition in their schools and what changes they would need in the classroom and their curriculum delivery to facilitate inclusion for these children.

1. Sofia, 7 years – Cerebral palsy – can sit independently, can crawl for short distances. Able to remove her lower body dress in sitting position but very slow – takes at least 10 min. She responds to verbal commands and requests but slow and answers with one word along with gestures.
2. Esakkimuthu, 12 years –Cerebral Palsy – cannot sit independently- have lots of involuntary movements in the arms and legs. Can understand spoken words and express by gestures, he has little drooling.
3. Saravanan, 8 years –Autism, at times he makes indifferent noise. Eat independently and can use toilet independently but does not follow social rules. Seems not heard when he was given instruction.
4. Gokul, 8 years – child with hearing impairment, can copy content from the books and from black board, understand gestures
5. Isai Kumari, 11 years- girl with visual impairment. Able to reach independently in familiar places.

They may mention that assistive devices, physical space modifications, special teaching learning materials, special education training for them and support person / attender would be required to promote inclusion. So, we need to encourage them to ask for these supports from the school management and our higher officials and/or try to facilitate some of these changes themselves in their classrooms.

For example: If attender is required for a child, we ask the parent to stay with the child. We do not take the requirements to the higher level; we do not create demand at the education system. Instead of that, some may refuse to take the child. So, if the demands from the community are not taken to the higher level, the system will not respond to the needs, and we will not get the resources needed in place.

Activity 5:

Demonstrate or show videos of inclusive education class sessions.

The example of some lesson plans for an inclusive classroom are given below and you can go over some of these with the teachers group.

Example 1

Tamil Nadu State Board Textbook

Subject: Grade V English

<https://www.tntextbooks.in/p/5th-books.html>

Lesson - Unit 2 - Story 2 (Page no.119 -120)

Title of the Story: Practice makes a man perfect

Introduction**a) About the text:**

The text is taken from Grade V Tamil Nadu State Curriculum textbook. The theme of the story is that ‘anyone can master a skill through practice.’ Only two illustrations are present in the textbook. This may not be appropriate for all children to understand the story. There is a scope for the teacher to find ways to make this story engaging and interactive, to engage all children with varying abilities, including those with disabilities. This is a very short story which can be given for independent reading by the children on their own. The teacher can also decide to read it aloud for the entire class.

b) The students:

Imagine that you are in a classroom with the following scenario: There are 32 children from grade V classroom in Chennai Corporation School. The school is located in the central part of the city and most of the children are from low-income families. There are two children, a girl and a boy who had undergone a tongue surgery. Both of them are not able to talk clearly. Also, the girl has bent toes. She needs support while walking. There is a boy who has visual impairment. Another boy had joined the class without attempting Grade 4 because he had a break in his schooling due to medical issues. Another girl child has been malnourished due to which her participation in class is always lesser. One more child has recently migrated to the city with her family. She is a Telugu speaker who cannot understand either Tamil (local language) or English. Two children in the classroom had been diagnosed with ADHD. About 20% of the class can read and comprehend the grade level text. The following guidance below will help teachers engage all these children better in covering this story.

Objective/Purpose: The students will be able to describe the character actions in the story.

Reading the text:

a) Opening up the conversation: 5 mins

Looking at the title of the story, students will share their thoughts with the person next to them. The guiding questions are

Have you ever heard / read this sentence before? If so, when? What does it mean to you?

After that, any two volunteers can share with the whole class about what they had discussed in pairs.

b) Building background knowledge: 10 mins

Key words like archery and gourd are very critical to be understood to get the story. These words will be explained to the whole class using a set of materials. Pictures of archery sport and gourd, two archery toy sets, two dried shells of bottle gourd will be used. The class will be divided into six groups of 5 - 7 members each. They will be asked to sit in a circle. The pictures of archery and gourd will be printed in A4 size sheets and stuck on the board. The archery toy set will be given to one group. The other group will be provided with the dried shell of bottle gourd. Each group can take 5 minutes to look at the materials given after which they need to exchange with other groups. (Teacher needs to prepare a bow and arrow using a stick and thread if he/she cannot find a toy. Similarly, gourd needs to be kept ready before the class)

Quiz - Group work: 5 mins

A small quiz will be conducted. A set of words will be given. Each group gets a turn. They can guess or find the meaning of the words with the help of previous activity. Participants will be given points if the group can articulate the meaning of those words to the rest of the class. The words are Archery, Target, Bow, Arrow, Archer and Oil Gourd.

This would be easier for students as they can explain what they have seen from the previous activity. The teacher will summarize the answers by the end of the quiz.

Vocabulary: (Words which need to be explained)

While reading, the vocabulary words along with meanings will be displayed on the board so that the children can see. This exercise should be more in the form of discussion by asking questions, providing situations to predict the meaning, giving examples to understand the words. Appropriate gestures and slow talking should be followed while describing certain situations. There needs to be a balance between writing on the blackboard as well as hand gestures. During reading aloud, words will be introduced as per the plan written below.

- Admire - to feel respect for

Whom do you admire and why? The teacher will answer this and tag someone. Like this, it gets passed on to 4 - 5 people from which the children can infer the meaning of the word 'admire'. The question should also be written on board.

- Beard - Hair which grows on cheeks and chin

A toy face with cotton pasted on its chin will be hung on the wall. The students can touch and feel what a beard really means.

- Annoyed - feeling disturbed and angry

A situation will be given to make the students understand the word. E.g.: - You are watching TV and your brother keeps changing the channel frequently.

- Curious - wanting to know

The teacher will state some example sentences. The children need to guess the meaning of the word from that.

- Unfazed - not worried or surprised

Students will predict the meaning by reading the sentence from the story in which the word has been used.

c) Ongoing Interaction: 20 mins

The story will be read aloud. The teacher should use voice modulation and expressions so that the children can visualize the story. During reading aloud, the teacher needs to pause and ask questions. When asked, children are expected to respond to the questions in their own comfortable ways either through writing/drawing/actions or talking in any language. Later the student response will be rearticulated by the teacher so that it gets clarified for the whole class. For every question, two or three responses will be taken.

Let's start reading!

Para 1 - Why is there a crowd watching Uthaman?

Have you ever seen such street shows?

Para 2 - Why did the oil seller not clap for the archer?

Para 3 - What was that the oil seller going to show us?

Para 4 - How did the crowd react?

Para 5 - What happened that surprised everyone at the end?

d) After reading discussion: 15 mins

In small groups, the students can respond to the following questions. Each group will be provided with a printed sheet of these questions. The group will be given 5 minutes for this activity. As said earlier, the response could be in the form of drawing/writing/ explanation or actions. All the children are expected to participate in the group activity.

1. What is your opinion about the story? Did you like it or not?
2. Do you agree with the statement ‘Archery is just a matter of practice’? Why?
3. Is there any skill that you practiced for a long time? Can you share about that?
4. How do you think one can master any skill?

After small group discussion, whole class sharing happens. Each group can volunteer for any one question and respond. Some amount of discussion happens based on the responses.

e) Possible difficulties during implementation:

1. Balancing between talk, text and gestures might be quite challenging. Over time, the teacher may get expertise on it. Time management is very critical for executing the plan. It has group work as well as whole class activity. Keeping an eye on time becomes very important.
2. Though different modes of expression (drawing / writing / actions) are encouraged, getting all of them and reiterating it to the whole class would be time consuming. Though it is time-consuming, the teacher should be doing that to make all children feel part of the class. Execution might take more time than what has been planned.
3. Classroom culture should enable students to participate irrespective of their differences. Casual interaction among students is possible only when the teacher puts in efforts for the same.

f) Assessment / Observation:

Individually, first assessment will be done. The teacher will be working personally with children who have visual impairment. For the second assessment, all the students are encouraged to discuss in pairs or in groups to think about it. The children can orally tell the teacher about the ending that they want to give.

I) Rearrange the sentences to get the correct sequence of the story:

- a) Uthaman got angry at him.
- b) The archer was showing off his skills to the crowd.
- c) He showed his talent in front of everyone.
- d) The archer learnt that practice makes a man perfect.
- e) An old man came forward and said it is all about practice.

f) He was an oil seller who mastered the skill of pouring oil.

g) On seeing his skill, all of them got silent in shock.

Alternative Method: This activity could be performed by providing pictures of the main events of the story and asking children to arrange the sequence of the story with pictures.

II) If you would have given a chance to give a different ending to the story, how would it be?

The students can draw pictures or write. Any changes in the character or story can be done to create their own version of the story.

Example: 2

Subject: Grade V Science

<https://www.tntextbooks.in/p/5th-books.html>

Lesson: Term 2 Unit- 2 (Page no: 71-74)

Title of the Lesson: Water.

Introduction:

About the text:

The lesson is taken from Grade V Tamil Nadu State board curriculum textbook. The lesson is about “Water.” The subtopics given in the lesson are very clearly explained with pictures. There is a scope for the teacher to teach the lesson in a demonstrative way which the children can easily understand. Considering the average reading level of the class being very low, the teacher decides to read aloud and explains simultaneously for the entire class.

Objective/purpose:

The students will understand the sources of water and water cycle.

Introduction:

- What are the uses of water?
- Every day from morning till evening, we use water for various purposes. Can any two volunteers tell what all the activities we use water are like?
- Water is an important element in our life. Where do we get water?
- Ask the students about where they get water for daily purposes. What are the sources of water from which we get for everyday use?

Explain each source of water with pictures and ask the students

1. Have they seen the sources of water and if yes, where and ask them to elaborate their experience including size of water source, taste of water and other qualities of water.

Water cycle:

Keywords like water cycle, evaporation that are very difficult to understand can be written in flash cards and be explained

- a. Water cycle is explained using pictures.
- b. By practical demonstration.
- c. By using audio-visual aids.

Follow up activities:

The class will be divided into four groups and every step of the water cycle can be taught practically by making the children act it on their own. Every child should participate in the activity. The children can draw or act on their own. Teachers should guide and help the students to do the activity in a creative way in which the students can learn easily.

Group work: (5 mins)

- To conduct quiz about sources of water – using pictures and words
- Drawing/artistic expression of sources of water and water cycle.

Vocabulary

While reading, the concepts of the lesson with the pictures will be displayed on the board so that the children can see. This exercise should be more in the form of discussion by asking questions, providing situations to learn about the water and giving examples to understand the words. Appropriate gestures and slow talking should be followed while describing certain situations. There needs to be a balance between writing on the blackboard as well as hand gestures and showing pictures. During reading aloud, words will be introduced by showing the picture.

For e.g.,

Sea water – Showing the picture of the sea and explaining about the sea.

Water cycle – Steps of water cycle in the picture

e) Possible difficulties during implementation:

1. Balancing between talk, text and gestures might be quite challenging. Over time, the teacher may get expertise on it. Time management is very critical for executing the plan. It has group work as well as whole class activity. Keeping an eye on time becomes very important.
2. Though different modes of expression (drawing / writing / actions) are encouraged, getting all of them and reiterating it to the whole class would be time consuming. Though it is, the teacher should be doing that to make all children feel part of the class. Execution might take more time than what has been planned.

3. Classroom culture should enable students to participate irrespective of their differences. Casual interaction among students is possible only when the teacher puts in efforts for the same.

f) Assessment /Evaluation:

Individualized assessment methods using pictures to match with words, word to word match, writing description etc. would be prepared and used for evaluation of children's learning.

Example: 3

Grade: V

Subject: Mathematics

<https://www.tntextbooks.in/p/5th-books.html>

Lesson: Term 1 Unit- 1 (Page no:1 to 7)

Title of the Lesson: Geometry

Introduction:

We are planning to discuss about

- ❖ 2 D and 3 D shapes
- ❖ Rotation of 2 D shape

The teachers can employ the following methods while teaching the lesson.

Preparation:

Listing New words in flashcards:

- ❖ 2 D
- ❖ 3 D
- ❖ Cube
- ❖ Faces
- ❖ Verticals
- ❖ Cuboid
- ❖ Cylinder
- ❖ Base
- ❖ Height
- ❖ Slant height
- ❖ $\frac{1}{2}$ rotation
- ❖ $\frac{1}{4}$ rotation
- ❖ $\frac{1}{3}$ rotation
- ❖ $\frac{1}{6}$ rotation

Preparation of materials: (to introduce)

- ❖ For 2 D objects like note, slate, cut shapes of flash cards can be used
- ❖ For 3 D objects - various shapes (cube, cuboid, cylinder, and cone) carton box, plastic or wooden cone, funnel, flask or water bottle of cylindrical shapes, glass can be taken
- ❖ Few pieces of square or rectangle cut shapes of card boards.
- ❖ A circular cut out of cardboard and another circle cut into 4 pieces and another circle cut with 6 pieces (this is to review $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{6}$)
- ❖ A circular cut out of cardboard marked with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$ turn to be marked to introduce the new words.

Activities:

- a. Teacher and students sit in a circle and the teacher introduces the 2 D shapes and 3 D shapes with a few example objects with the new words flash cards. Let the children touch and explore the objects.
- b. Ask the students to draw or make 3 D shape boxes with card boards depending on their interest
- c. Introduce cube, cuboid with cardboard boxes with explanation of faces, vertical etc. From pictures of cube/cuboid of various shapes – ask the students to differentiate cube and cuboid. From pictures of objects that resemble cube and cuboid, ask the students to differentiate cube and cuboid. For example: pictures of diary, biscuit packet, square and rectangle shape package boxes. Ask them to tell any other objects they remember of having cube/cuboid shapes
- d. Introduce cylinder and cone with paper made cone and cylinder shapes. Introduce terms like base, height, and slant height etc. Ask the students by giving pictures of real objects and identify cylinders and cones. Give real objects of various sizes of cone and vertical; ask them to measure height and size of the base.
- e. Each one picks up one object from the collection box and explains about the shape whether it is a cube, cuboid, cone, or cylinder.
- f. Review half, quarter, $\frac{1}{3}^{\text{rd}}$, $\frac{1}{6}^{\text{th}}$ with students using cut circles. Introduce $\frac{1}{2}$, $\frac{1}{4}$ rotation. Give each student 2 objects and ask them to rotate $\frac{1}{2}$ and $\frac{1}{4}$ separately and show it to others.
- g. Match pictures of objects that are $\frac{1}{2}$ rotated and $\frac{1}{4}$ rotated and ask them to identify English alphabets with $\frac{1}{2}$ rotations and $\frac{1}{4}$ rotations.

Assessment /Evaluation:

Individualized assessment methods using pictures to match with words, word to word match, writing description etc. would be prepared and used for evaluation of children's learning.

5.2.2) Laws and Policies for Effective Teacher Participation

New Education Policy 2020 (NEP 2020)

- ❖ Suitable pedagogical measures
- ❖ Suitable modifications in curriculum and examination system
- ❖ Scribe or amanuensis
- ❖ Exemption from second and third language
- ❖ Training and employing teachers, teachers with disability, teachers qualified in sign language & Braille
- ❖ Establishing of resource centers which consist of special educators, educational needs, assist parents/ guardians, rehabilitation needs
- ❖ Augmentative and alternative modes, means of communication and books
- ❖ Learning materials in accessible formats.

Right to Education Act (RTE)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 enshrines the entitlement to free and compulsory elementary education, access to school and barrier free access for all children including children with disability.

Samagra Shiksha regulated by RTE

Objective

- ❖ Identification of children with disabilities at the school level and assessment of her/his educational needs.
- ❖ Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.
- ❖ General schoolteachers will be sensitized and trained to teach and involve children with special needs in the general classroom.
- ❖ For existing special educators, capacity building programs will be undertaken.
- ❖ CwSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services, and counseling etc.

5.3) School Management: Enhance Inclusive Education

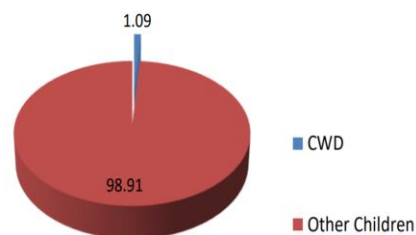
The concept of inclusive education fails without the interest of school management as even if we are able to bring in other stakeholder's students and teachers on board without the support of school management we cannot progress further in this direction of inclusive education. School management provides convincing reasons to parents of children with disabilities for not admitting their child or enrolling their child in school and discouraging them from attending the school on a daily basis. Prevalence of this tendency has made us include school management in the process of our awareness campaign.

The most common reasons being put forth by management for not admitting children with disabilities are that they will not be able to survive in an academic school environment, bullying or teasing will surround their child, and lack of human/infrastructure resources to provide a support system for their child.

There is a need to break this attitude and enable school management to make the resources available to build an inclusive school environment and culture which is one of their primary responsibilities.

The 2019 "State of the Education Report for India: Children with Disabilities" took into account the 2011 census, according to which there are 78,64,636 children with disability in India constituting 1.7 percent of the total child population.

Enrollment of Children with disability 2016-17



Guidelines from National Education Policy

(NEP) 2020 for School Management to Provide Inclusive Education:

- ❖ Equal educational opportunities

- ❖ Equal opportunities for sports and recreation
- ❖ Accessible infrastructure
- ❖ Reasonable accommodation
- ❖ Individualized support
- ❖ Supportive services
- ❖ Accessible modes and means of communication
- ❖ Suitable pedagogical measures
- ❖ Suitable modifications in curriculum and examination system
- ❖ Scribe or amanuensis,
- ❖ Exemption from second and third language
- ❖ Monitoring participation and progress Transportation facilities
- ❖ Training and employing teachers, teachers with disability, teachers qualified in sign language & Braille
- ❖ Establishing of resource centers which consist of special educators, educational needs, assist parents/ guardians, rehabilitation needs
- ❖ Augmentative and alternative modes, means of communication and books
- ❖ Learning materials in accessible formats
- ❖ Assistive devices
- ❖ Provision of scholarships to promote research to improve learning etc.
- ❖ Children with benchmark disabilities can choose to be in regular/ special/ homeschooling
- ❖ Children under home based education must be treated as equal to any other child in the general system.

Concept of School Complex:

- ❖ Multiple Category Special Educator
- ❖ Disability accommodation
- ❖ Language appropriate TLM (textbooks in large print, Braille, Sign Language)
- ❖ Resource center
- ❖ Tailored support mechanism to ensure full participation
- ❖ Assistive Devices and Technology

Policy is in complete consonance with the RPWD Act 2016 and endorses all its provisions for school education

Vision of NEP 2020

The school curriculum will include material on human values - respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity, and detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity

Right to Education (RTE)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 enshrines the entitlement to free and compulsory elementary education, access to school and barrier free access for all children including children with disability.

The objectives:

- ❖ Identification of children with disabilities at the school level and assessment of her/his educational needs.
- ❖ Provision of aids and appliances, assistive devices, to the children with special needs as per requirement.
- ❖ Removal of architectural barriers in schools so that CWD have access to classrooms, laboratories, libraries, play/recreational area, and toilets in the school.
- ❖ Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.
- ❖ General schoolteachers will be sensitized and trained to teach and involve children with special needs in the general classroom.
- ❖ For existing special educators, capacity building programs will be undertaken.
- ❖ CwSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services, and counseling etc.

Our state has achieved a 100% enrollment rate at elementary school level which we recognize as a first step to providing inclusive and accessible education. We emphasize here that education has more to it than enrollment. We believe that our schooling system has the responsibility to do beyond just enrollment in general. Regular schooling opportunities for children with disabilities remain a distant dream. It is high time that our schooling system recognizes this gap and provides children with disabilities the same opportunities as it would provide a normal child. We here want to emphasize that schools by providing provision for children with disability are not providing any kind of welfare for children, but it is the right of children with disability to have all these facilities to support their life. This kind of right based campaign for facilities will only make people empathetic not be sympathetic with people with disabilities in our society.

Samagra Shiksha is an integrated scheme for School Education covering children with disability from classes I to XII which is governed and regulated by the provisions of the RTE Act, 2009.

Over the years of awareness, we envision ourselves to build a school culture in which people are empathic, supportive, cooperative, and diverse which will make them all learn and grow to be better citizens and good human beings

6) Support Materials for Staff

6.1) Laws and Policies

Our nation has from time to time made laws and policies for protection of people with disabilities. There are gaps in implementing these policies at grassroots levels. And most schemes allocated for persons with disability do not even reach the beneficiary. In light of this we would like to present three important policies: Persons with disability Act, Right to Education, New Education Policy 2020 which were designed with regard to inclusion of persons with disability in our society.

6.1.1) Persons with Disability Act (PWDA)

The New legislation replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Instead of seven disabilities specified in the Act, the Act covers 21 conditions.

The 21 conditions of disability include: autism spectrum disorder; low vision; blindness; cerebral palsy; deaf blindness; hemophilia; hearing impairment; leprosy cured person; intellectual disability; mental illness; locomotor disability; muscular dystrophy; multiple sclerosis; specific learning disabilities; speech and language disability; sickle cell disease; thalassemia; chronic neurological conditions, hard of hearing, dwarfism, and multiple disability.

Rights of Persons with disability:

Persons with disabilities shall have the right to equality, personal liberty and to live in a community.

For example: To ensure that polling stations and all electoral materials are accessible to persons with disabilities. Central and state governments have to ensure that all public documents are in accessible formats, to include disabled persons in its disaster management activities for their safety and protection.

8 Principles:

- ❖ Respect for inherent dignity, individual autonomy, including the freedom to make one's own choices, and independence of persons with disabilities
- ❖ Non-discrimination
- ❖ Fully and effective participation and inclusion in society
- ❖ Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity

- ❖ Equality of opportunity
- ❖ Accessibility
- ❖ Equality between men and women
- ❖ Respect for the evolving capacity of children with disabilities and respect for the right of children with disabilities to preserve their identities

Who are People with Disability?

Person with disability means a person with long term physical, mental, intellectual, or sensory impairment, which in interaction with barriers hinders his full and effective participation in society equally with others. Person with benchmark disability means a person with not less than 40 percent of a specified disability. Person with disability having high support needs means a person with benchmark disability, who needs high support. High support means intensive support - physical, psychological, or otherwise, which may be required by a person with benchmark disability for daily activities, to take independent and informed decisions to access facilities and participating in all areas of life including education, employment, family, community, life, treatment, and therapy.

Example of person with disability:

A person in a wheelchair is not a disabled person when all public buildings and transport have ramps for their mobility, but absence of these facilities makes a person in a wheelchair a disabled person.

Where and who can people with disabilities approach in case of injustice?

- ❖ Disability Rights Authority Court
- ❖ National Disability Commissioner
- ❖ State Disability Court

Benefits available for people with disability more than 40%

Education:

Children between the ages of six to 18 years, with a benchmark disability, have the right to free education in a neighborhood school or special school if required. All government and government aided institutions of higher education are required to reserve at least five per cent of seats for persons with benchmark disabilities. For admission in higher education institutions, they will be allowed relaxation in the upper age limit, by five years.

Employment:

Four per cent of government owned or controlled establishments shall be reserved for persons with benchmark disabilities. One percent of this must be reserved for persons with (i) blindness

and low vision; (ii) hearing and speech impairment; (iii) locomotor disability; (iv) autism, intellectual disability, and mental illness; (v) multiple disabilities. The government may exempt any establishment from this provision. The central, state, and local governments shall provide incentives to the private sector to ensure that at least five per cent of their work force is composed of persons with benchmark disability.

Land and Housing:

Five per cent reservation to be provided for persons with benchmark disabilities in allotment of agricultural land and housing in all relevant schemes and programme, poverty alleviation schemes (with priority to women with benchmark disabilities, allotment of land on concessional rate for persuasion in education and employment, preference in government schemes.

Accessible Public Infrastructure:

Disabled friendly access to all public buildings, hospitals, modes of transport, polling stations, etc.

Guardianship

For persons with disability, district courts may award two types of guardianship: A limited guardian takes decisions jointly with the mentally ill person. Limited guardianship can be granted for even limited time frames or for particular situations alone. A plenary guardian takes decisions on behalf of the mentally ill person, without consulting him.

What are the relief available for people with disability if any provisions of this act are violated?

Violation of any provision of the Act is punishable with imprisonment up to six months, and/or fine of Rs 10,000. Subsequent violations carry a higher penalty. For any subsequent violation, imprisonment of up to two years and/or a fine of Rs. 50,000 to 5 lakh can be awarded. Whoever intentionally insults or intimidates a person with disability, or sexually exploits a woman or child with disability, shall be punishable with imprisonment between six months to five years and fine. Section 354 of the Indian Penal Code, 1860 penalizes the offence of outraging the modesty of any woman with imprisonment of one year to five years and fine.

Where to register a complaint?

State governments shall notify a Sessions Court to be a Special Court, in each district, to try offences under the Act. This shall be done with the concurrence of the Chief Justices of the relevant High Courts. In absence of session courts, complaints can be directly taken to the state commission through letters and petitions.

6.1.2) Right to Education (RTE)

Every child of the age of six to fourteen years, shall have the right to free and compulsory education in a neighborhood school till the completion of his or her elementary education.

This law has made crystal clear the roles and responsibility of parent, school, and government in ensuring the right to education for every child. For easier explanation, the crux of the laws is divided into roles and responsibility of each stakeholder in providing education.

Rights of a child:

No child is required to pay a fee for his/her elementary education. Children from socially and economically weaker sections of society cannot be prevented from pursuing their education all children irrespective of their caste, class, gender, and disability. A child with multiple disabilities or severe disabilities has the right to opt for home-based education.

If a child above the age of 6 has not been previously enrolled in school, the child should still be enrolled in age-appropriate class. A child has a right to transfer to any school for his/her elementary education within or outside one's state and cannot be denied admission in any school because of absence of transfer certificate.

Responsibility of a Parent:

Parents who have enrolled their child in a private school shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education. It is the duty of every parent/guardian of a child to enroll their child in a neighboring school for elementary education.

Responsibility and Roles Played by Schools:

At least 25% of children of the class must be from weaker sections and disadvantaged groups in the neighborhood and have to provide free and compulsory elementary education till the completion. No school can collect capitation fees or screen the child or their parents for admissions into school for elementary education. Birth Certificate can be taken as a proof of age for a child, but absence of birth certificate cannot be given as reason for denial of admissions. No child can be held back in any class or expelled from school before the completion of elementary education. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed.

Schools should also constitute a School Management Committee consisting of elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers. At least three-fourth of members of such Committee shall be parents or guardians, Proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged groups and weaker sections, 50% of Members of such Committee shall be women. This committee shall monitor the working of the school, prepare, and recommend school development plan, monitor the utilization of the grants received from the appropriate Government or local authority or any other source.

Duty of Government:

Duty of appropriate Government and local authority to establish school within such area or limits of neighborhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act. It is the duty of the appropriate government to provide pre-primary education. Establishment of Aanganwadi centers for the early development of children.

6.1.3) New Education Policy (NEP 2020)

NEP 2020 provides a set of guidelines to implement the provisions of inclusive education from Persons with Disability Act 2016 and Right to Education 2009.

NEP 2020 was formed on the basis that Education is a public service; access to quality education must be considered a basic right of every child. To achieve this, it is believed that full equity and inclusion should be the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system. A strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. For which:

- The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.
- Alternative and innovative education centers will be put in place in cooperation with civil society to ensure that children of migrant laborers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.
- Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be

connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

- To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NI and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school
- Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.
- Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.
- There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding the special requirements of children.
- All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning.

This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.

- Particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs):
 - ❖ gender identities
 - ❖ socio-cultural identities
 - ❖ geographical identities
 - ❖ disabilities
 - ❖ socio-economic conditions
- Enrolments in school's decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater

declines for female students within each of these SEDGs and often even steeper in higher education. Differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories.

- The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

Strategies for focused attention on reducing the social category gaps in school education

- The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment, and attendance discussed are important for underrepresented and disadvantaged groups.
- Successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.
- One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities.
- It is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.
- The exclusion and inequality that SEDGs face is only amplified for the women in these SEDGs. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.
- **‘Gender-Inclusion Fund’ to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.**
- Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.
- To this end, school’s/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training,

and for the establishment of resource centers, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom.

- Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.
- As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centers in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. The children under home-based education must be treated as equal to any other child in the general system.
- Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.
- The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.
- **Alternative forms of schools will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education.**

- **Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to National Education Policy 2020 28 talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.**
- **Opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. To enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defense forces.**
- All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of and may apply in a simplified manner on such a ‘single window system,’ as per eligibility.
- All the above policies are necessary but are not sufficient conditions to achieve universal school education. School cultural change is necessary for any betterment. All stakeholders in the schooling system should be sensitized. This will help children become empowered citizens who will be responsible and respectable towards other’s needs.
- The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.
- Consolidation of schools to ensure barrier less access to schooling.

Idea of the school complex/cluster

- ❖ The aim: greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster.
- ❖ Sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities. Sharing subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees.
- ❖ The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work.
- ❖ The twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa,

- ❖ The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education
- ❖ The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees.

7) Annexure

7.1) Activities at Amar Seva Sangam

Institution Based Rehabilitation

Amar Seva Sangam has established many initiatives over the years to rehabilitate physically challenged people in many ways as described below:

- ❖ **Rehabilitation**
 - Home for physically challenged poor children with free accommodation, food, clothing, medical care, appliances, and education.
 - Day care Centre for Special children to train them on self-care and hygienic activities and basic literacy. Early intervention programs to enable identify such children at a very young stage and then to rehabilitate them using modern techniques. Their parents are also trained to help the children after discharge.
 - Caliper making unit to make mobility aids to the needy free of cost and later free maintenance.
 - Medical testing unit to evaluate persons with disability, offer physiotherapy services, refer where necessary to specialized hospitals for corrective surgeries
 - Post-Acute Care Centre for the Spinal Cord Injured offering rehabilitation and medical intervention along with vocational training. Paraplegic and quadriplegic patients from the Post-Acute Care Centre for the Spinal Cord Injured are provided post-acute care such as physiotherapy, medical support, nursing, and counseling.

After ensuring mobility, they are given vocational training for skill development depending on their physical condition and educational background.

❖ **Education**

- Running an integrated Nursery, Middle and High school where local poor children as well as physically challenged children staying at ASSA are provided quality education.
- Running special study Centre of IGNOU and Alagappa University for higher learning to conduct diploma, degree, and postgraduate courses.
- Running Institute to conduct diploma programs in Rehabilitation.

❖ **Skill development of Disabled through Vocational Training**

- Free vocational training for skill development in the areas of Computer operations, Advanced Information Technology, Typewriting, Notebook making and book binding, Tailoring and garment making, Handicrafts, Cell phone servicing, Servicing of home appliances and Soft skill training.

❖ **Employment to Physically Challenged**

We believe that,

- Physically challenged are as productive and reliable as other employees
- Most of them only need minimal and basic adjustments at work
- They can work successfully in a wide range of jobs
- They should be treated with the same respect and dignity as any other employee

As a pioneer organization in caring for the differently able, we give preference to physically challenged people for most of our jobs. We currently have 49 physically challenged employees in our rolls out of the total staff strength of 361.

In addition, we also have 3 full time Spinal injured volunteers who have been successfully rehabilitated after treatment in our Post-Acute care Centre of Spinal injury

❖ **Vocational Training initiatives and Employment Generation activities**

Besides rehabilitation, Amar Seva Sangam provides vocational training to individuals with physical challenges so that they can pursue their livelihood after leaving our campus. Vocational training is offered depending on the physical and mental capabilities of the person in appropriate sections.

→ **Tailoring**

The tailoring section was started in 1999 with only four physically challenged students. We have now trained more than 686 physically challenged people in tailoring and employed more than 50 people in our garment making unit.

→ **Handicrafts/Toys/Paintings**

Physically challenged people are trained in making handicrafts, toys, greeting cards, paintings. So far, more than 294 people have been trained.

→ **Typewriting**

Typewriting Centre registered with the Department of Technical Education, Tamil Nadu provides training to rural poor and physically challenged students to get employable skills. Due to a recent regulation of Tamil Nadu making data entry jobs in government mandatory, many data entry operator aspirants have joined our senior grade typing classes. We have trained more than 315 students so far in Junior and Senior typewriting skills

→ **Computer / Information Technology**

Established a 25-seat state-of-the-art computer Centre with support from Infosys Foundation, Microsoft, and Cognizant technologies to provide computer education to physically challenged and rural students. We offer Diploma courses in MS office, Tally, DTP, 6 months and 1-year courses in CCA and summer courses.

So far more than 1835 students have been trained and many have successfully secured employment in private, public and Government institutions.

→ **Home Appliances Servicing**

Home Appliance Service Training Courses conducted for repair of Mixie, Grinder in collaboration with MSPVL Polytechnic, Pavoorchatram under Govt. of India's Community Development through Polytechnics Scheme. So far more than 112 people have been trained by the institution.

→ **Cell Phone Servicing**

Cell phone servicing provides a huge employment opportunity with the reach of cell phones in the country. So far more than 50 people have been trained.

→ **Gold Appraiser Training**

Gold Appraiser Training conducted by Amar Seva Sangam in collaboration with P.A.C. Ramasamy Raja Polytechnic, Rajapalayam. More than 10 people have been trained in Gold appraiser training

Village Based Rehabilitation

Our activities extend outside our premises also. Mainly it is in the form of Village-based rehabilitation initiatives where we have formed Self-help groups, and also established Respite centers in villages for day care of physically and mentally challenged

❖ **Village based rehabilitation initiative early intervention.**

An innovative, technology-based High Impact program for developmentally delayed children under the age group of 6. So far more than 45000 children are screened, and more than 1100 children have been provided with doorstep rehabilitation with highly successful outcomes which is being replicated with the partnership of Azim Premji Foundation and State Government of Tamil Nadu to be covered throughout the state over a period of next few years.

❖ **Village based rehabilitation initiative for children with disabilities in 7 to 14 age group**

home based rehabilitation with technological support for children after they graduate from the early intervention program mentioned above and those who are already in this age bracket who have missed the early intervention. In addition to the Home-Based support, Parents Managed Respite Centre are formed for parents' own initiative and involvement in the rehabilitation of their children with the ownership vesting with them for long term support and care for severely and profoundly disabled children with multiple disabilities, cerebral palsy, autism, and mental retardation.

So far, more than thousand children have benefited, and the ultimate aim is to make them inclusive in the society and get them enrolled in the regular School.

❖ **Village Based Rehabilitation Initiative for empowerment of Persons with Disabilities.**

This is the program for developing persons with disabilities into self-advocating persons to showcase their abilities and get them fully included in the society. This involves mobilizing the persons with disabilities in the villagers into self-help groups and enabling them with rehabilitation, education, skill development and work for their livelihood and employment. Wherever such persons with disabilities have severe and profound disabilities or intellectual challenges then provide such persons with adequate social security net and ensure lifelong caregiving and support systems. **The major initiatives include savings and microfinance as well as linkages with banks for loans for their livelihood purposes and for their daily family requirements.**

So far, more than 15000 people with disabilities have been in the program with more than 4500 members in self-help groups

Early Intervention / Child and Adult Rehabilitation

<https://earlyintervention.amarseva.org/>

What?

Children and adults with disabilities are provided therapy and support in their areas of impairment (speech therapy, physiotherapy, OT, special education) to improve their development and function.

Assignments should be given for different pages on the website and make them give the report. They should also look at the videos and various research publications and paper presentations.

How do we do it?

- We have community rehab workers visit children in their homes or at school once per week and provide EI and child rehab therapy. Once per month, rehab specialists (special educators, speech trainers and PTs) also visit and they support the CRWs and parents
- We have special app - Enabling Inclusion app which helps CRWs and parents
- We focus on training and empowering parents so that they can maximally support their children
- We also have a center in Ayikudy where children and adults come for rehab
- If you know of anyone with a disability that is need of help, you can refer them to ASSA

8) References

- 1) <https://practiceconnect.azimpremjiuniversity.edu.in/the-inclusion-of-people-with-disabilities/>
- 2) [https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20\(participation%20restrictions\).](https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20(participation%20restrictions).)
- 3) <https://www.disabled-world.com/disability/awaren>
- 4) <https://careforchildren.info/disability-awareness/>

Right to Education (RTE)

<https://pib.gov.in/PressReleasePage.aspx?PRID=1592829>

<https://samagra.education.gov.in/inclusive.html>

Data on Children with Disability

<https://www.dailypioneer.com/2019/india/inclusive-education-a-distant-dream--report.html>

Sider, S., Maich, K., & Morvan, J. (2017). School Principals and Students with Special Education Needs: Leading Inclusive Schools. *Canadian Journal of Education / Revue Canadienne de l'éducation*, *40*(2), 1-31. Retrieved August 24, 2021, from <https://www.jstor.org/stable/90010122>

https://vawnet.org/sites/default/files/materials/files/2016-09/AR_Disab.pdf

Pictures

<https://hollandbloorview.ca/research-education/knowledge-translation-products/chronic-pain-assessment-toolbox-children>

Child in a wheelchair:

<https://www.google.com/imgres?imgurl=https%3A%2F%2Fcdn4.vectorstock.com%2Fi%2F1000x1000%2F62%2F58%2Fdisabled-boy-going-to-school-with-friends-vector-16506258.jpg&imgrefurl=https%3A%2F%2Fwww.vectorstock.com%2Froyalty-free-vector%2Fdisabled-boy-going-to-school-with-friends-vector-16506258&tbid=d50oR-bKXo3mmM&vet=12ahUKEwjw-dKD-c3yAhWeOLcAHQ5nAR8QMygBegUIARDCAQ.i&docid=pwORoiOhUkJGQM&w=1000&h=780&q=child%20in%20a%20school%20with%20wheelchair%20cartoons&ved=2ahUKEwjw-dKD-c3yAhWeOLcAHQ5nAR8QMygBegUIARDCAQ>

Koyambedu

Market:

<https://www.google.com/url?sa=1&url=https%3A%2F%2Fwww.deccanchronicle.com%2Fnation%2Fin-other-news%2F280820%2fKoyambedu-market-to-open-from-september->

[18.html&psig=A0vVaw0UufJckfLft6KM7yJyWmdD&ust=1630396759885000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCMCdqr2j2PICFQAAAAAdAAAAABAs](https://www.google.com/search?q=18.html&psig=A0vVaw0UufJckfLft6KM7yJyWmdD&ust=1630396759885000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCMCdqr2j2PICFQAAAAAdAAAAABAs)

Enrollment of Children with disability 2016-17

https://www.education.gov.in/shikshakparv/docs/Anita_Julka.pdf

Data on Women with Disability

<https://www.epw.in/engage/article/invisible-victims-violence-gender-and-disability>

Amar Seva Sangam:

<https://www.youtube.com/watch?v=62rIT0227OQ&t=6s>

Cover page pic

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.atlantaparent.com%2Ftalkingto-kidsaboutdisabilities%2F&psig=A0vVaw23hWkvWT6r1o55xyR0X5ah&ust=1630471927762000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPCquby72vICFQAAAAAdAAAAABAD>

Rama Krishnan Bio <https://www.youtube.com/watch?v=S7qKpZhhR>

<https://www.youtube.com/watch?v=41x10wsqLQ&t=21s>

Sankara Raman

[youtube.com/watch?v=S7qKpZhhR](https://www.youtube.com/watch?v=S7qKpZhhR)

Avani Lekhara Bio

<https://olympics.com/tokyo-2020/en/paralympics/news/avani-lekhara-wins-gold-for-india>

Avani Lekhara pic

https://www.google.com/imgres?imgurl=https%3A%2F%2Fimages.livemint.com%2Fimg%2F2021%2F08%2F30%2F1600x900%2FPARALYMPICS-2020-SHOOTING-22_1630299962358_1630300015801.JPG&imgrefurl=https%3A%2F%2Fwww.livemint.com%2Fnews%2Findia%2Fanand-mahindra-dedicates-first-customised-special-suv-to-avani-lekhara-11630298422886.html&tbnid=2mner-CKEE31AM&vet=12ahUKEwjUIOLWxNryAhXw1HMBHXR3AdgQMygCegUIARCPAQ..i&docid=JAiAvVnsWQKIWM&w=1600&h=900&itg=1&q=avani%20lekhara&ved=2ahUKEwjUIOLWxNryAhXw1HMBHXR3AdgQMygCegUIARCPAQ

Right to persons with disability

<https://legislative.gov.in/actsofparliamentfromtheyear/rights-persons-disabilities-act-2016>

<https://www.prsindia.org/uploads/media/Person%20with%20Disabilities/Legislative%20Brief%20-%20Disabilities%202014.pdf>

Water Cycle audio visual aids

<https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/v/the-water-cycle>

Awareness Posters

School Awareness

Amar Seva Sangam
#LiveToServe

Students Bullying

Inaccessible transport and lack of assistive devices

Non acceptance by the parents of peers

Inaccessible school environment

Why this boy is admitted in our school? Our children will behave like him.

Every day I could not carry him to school

I could not go inside the Science Lab

One in every 4 children with disability never attend school and 90% those attending primary school do not complete schooling due to lack of social support.

AMAR SEVA SANGAM
Atikudy

Women Awareness

Amar Seva Sangam

Women with disability face greater challenges and stigma in the society. Do we ever think about it? **#LiveToServe**

Sexual harassment within & outside the family

I earn my living & I don't get my share of ancestral properties

I am the only person caring my child in my family

Because of you, the child has disability. I don't want to live with you

Not able to access community services

AMAR SEVA SANGAM
AYIKUDY

Community Awareness

Amar Seva Sangam

One in every 10 persons has a disability. Some are visible and some are invisible. Is our community sensitive and supportive to people with disabilities? **#LiveToServe**

Government Hospital

Everyday I carry her for therapy

I have various barriers in the community at every situation

An education system that does not serve my need

I have got a job but could not continue due to lack of accessibility of transport

My child has seizures every day, but required medication is not available in government hospital

AMAR SEVA SANGAM
AYIKUDY

