

PROJECT REPORT

INCLUSIVE SCHOOLS AND COMMUNITY SUPPORT PROGRAMMES INDIA PROJECT 1998-2000



Q-30
SSNI



UNESCO



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**REPORT ON THE
UNESCO PROJECT CONTRACTED TO SSNI
TITLED**

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**"INCLUSIVE SCHOOLS AND
COMMUNITY
SUPPORT PROGRAMMES
1998-2000
INDIA PROJECT"**

**TRANSLATION AND IMPLEMENTATION
OF THE
"TEACHER EDUCATION RESOURCE PACK -
SPECIAL NEEDS IN THE CLASSROOM"**

ACKNOWLEDGEMENTS

The associations which have been formed in the course of this project **"Inclusive Schools and Community Support Program - 1998-2000"**, we hope will continue to be strengthened. This is a journey which has just begun.

We would like to extend our thanks to Alok, Meenu (alumni of SSNI), Manish, Siddharth, Abhishek and other students at SSNI who unhesitatingly shared some of their personal life experiences to help participants develop their understanding about disability issues; to the management and the teams from all our participant organisations - SCERT - Delhi, Kendriya Vidyalaya, Mobile Creches and Deepalaya for becoming partners in this initiative for inclusive education; to Shri Champak Chatterjee for his support; to our team of resource persons Ms. Anupam Ahuja and Ms. Usha Grover, for their professional inputs; to Shri Sushil Joshi for translation of the resource pack into Hindi; to Mr. Harbans Chhabra for coordinating the printing of the Hindi version of the pack; to the team from Pravah for their support in awareness raising activities.

We would also like to extend a very special thanks to Prof. Moegiadi, Ms. Lena Saleh, Ms. Asa Anderson and Dr. Huma Masood from UNESCO for entrusting us with this Project and providing us valuable guidance and support.

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Authors are responsible for the choice and the presentation of the facts contained in this Report and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the organisation.

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I) PROJECT BACKGROUND

A) AIMS/OBJECTIVES OF THE PROJECT

The UNESCO project on "Inclusive Schools and Community Support Programmes" - Translation and implementation of the Teacher Education Resource Pack was contracted to SSNI in August 1998. The broad aims included in this 2 year project were -

- ❑ Translation and Implementation of the pack in Indian settings
- ❑ Enriching the pack with Indian experiences
- ❑ Modifying / revising resource pack based on the feedback from field testing
- ❑ Awareness raising programmes
- ❑ Seeking community support to enhance the spread and quality of inclusive education
- ❑ Evolving appropriate strategies for information dissemination on inclusive Education

B) OUR PARTNER ORGANIZATIONS IN THIS INITIATIVE

Name of the Organisation	Nature of Work
Deepalaya - NGO	Focusing on the universalisation of education in the Urban Slums of Delhi
Mobile Crèches - NGO	Involved in non-formal education work with children of migratory construction workers
Kendriya Vidyalayas (Two)	Regular Government Senior Secondary Schools having branches all over the country.
DIETs, SCERT - DELHI	State level government body specialising in in-service and pre-service training, research and material development in education.

Organizations who could not continue either after the orientation workshop or the 1st master Trainers workshop - Lok Jumbish Parishad, Bodh Siksha Samiti, Samadhan and Delhi Administration.

C) TECHNICAL TEAMS WHO CARRIED OUT THE PROJECT

- ❑ Coordinating Team : Shalini. Mittal and G. Syamala were jointly responsible for planning, reviewing, monitoring and evaluating the whole project.
- ❑ Training Team: Anupam Ahuja, Usha Grover, Ranjana Bajaj, Shalini Mittal and G. Syamala.
- ❑ Support Team - Rochana Ghosh and Manisha Aggarwal.

II) PROJECT IMPLEMENTATION

The project began with the planning and the orientation programme and the 5-day workshop for master trainers. These took place according to the schedule in October, 1998 and January, 1999. These were followed by activities in individual organisations. Information on coverage of training programmes is enclosed. [annexure 1]

A) TRAINING PROGRAMME FOR MASTER TRAINERS (MT's)

Orientation Programme :

The programme was conducted on 30th, 31st October, 1998 with the participating organisations mentioned earlier. The objective was to introduce the concept of inclusive education and understand the needs of the participants.

The diverse background and experience of the organisations proved to be a challenge to the organisers. The interest and the openness to learn from each other was evident from their interactions. The highlight of the 2 days was the discussion on perspectives on 'Inclusion' and deepening the understanding of the term 'Special Needs'. An interesting debate took place where the scope of special needs was enlarged to include children with diverse needs rather than only children having disabilities. What also emerged from the discussions was the growing need of the organisations to get technical training support while working with children with special needs. A participatory method for eliciting needs, planning for the training and future follow-up ensured their commitment and ownership of the whole project.

Workshop

The workshop for master trainers was conducted from 12-16th January, 1999. The interim period (October - December, 1998) was used by the core team to understand the needs of the organisation, prepare pre and post workshop tools for assessment and plan for the workshop. The units that were transacted were taken from each of the 4 modules and care was taken to ensure that each of the units had direct relevance to the participants. An inbuilt review system helped to change two of the units to suit the group's needs. The units on 'Needs of the teachers' and 'Parents as Partners, on the 3rd and 4th day, were changed to expand the discussion on "solving practical problems in a classroom situation" and understanding the issue of "Segregation vs Inclusion" in community activities and the underlying attitudes which may promote segregation. A session where the participants interacted with persons with disability was a very enriching experience. A concern of one of the participants that "can they (people with special needs) really be a part of the regular school set up? " was addressed through this interaction and he was later convinced that equal opportunities need to be

given to all. Another important feature that emerged was the demystification of the specialised services - not negating the specialised services but understanding its role. The concern of some of the participants on "How do we allay the fears of teachers and provide support for technical training inputs" needs to be taken up by the training team during the teacher training workshops. The idea of the "learner can well be a trainer" was adopted and the members of the Lok Jumbish Parishad conducted the module on 'Community Involvement'. Their vast experience in this field combined with excellent training skills proved to be very effective. An interesting feature was also the different training strategies that were adopted by the organisations during practice sessions.

It was decided during the Master Trainers Workshop that each organisation/school would be supported by a member of the training team for planning, conducting and evaluating their teacher training programme. The criteria for selecting the teachers was earlier developed by the Master Trainers during the orientation programme. The Master Trainers studied their own needs in depth and worked out the units that they would transact. The detailed plans for teacher training were submitted and the training took place in their respective organisations. The whole group was greatly enthused and excited about conducting the training sessions.

We found that the MTs from Deepalaya were experienced trainers with an inbuilt development perspective along with skills in participatory approach of working. The participants from Kendriya Vidyalayas were 2 teachers who were chosen on the basis of their initiative and enthusiasm for Inclusive Education who could also be role models for their peers. They were not MTs from the Sangathan who had been earlier deputed for the project. The participants from the Mobile Creches were a complementary team where one was from the Programme Department and the other from the Training Department. One of the elements common to all participants was the enthusiasm and commitment to the project.

Based on the differences in the levels of experience in the above group we found ourselves providing more support to the Kendriya Vidyalaya and Mobile Creches team in their planning and implementation of the project.

Apart from the teacher training programme the MTs were also expected to work on awareness raising and information dissemination activities. Following is a report on each of the organisations separately on all the activities undertaken by each of them along with the future plans.

B) INDIVIDUAL ORGANISATIONS – ACTIVITIES AND OUTCOMES

1. MOBILE CRECHES

Mobile Crèches started in 1969 as a voluntary agency for working mothers children. Its' objective was to develop a day care programme specially suited to the needs of children of migrant construction workers. It derived its' name 'Mobile Crèches' as these crèches follow construction workers from a completed site to a new site.

How Mobile Crèches work

Mobile Crèches workers move into a shed or unfinished part of a building allocated to them by the Contractor. Within hours, walls are brightened, the floors are levelled, cooking and bathing arrangements are made, an area is set aside for babies and the rest for children upto 12 yrs. From 8.30 a.m. till 4.30 p.m. 6 days a week, this centre becomes a home and school for children on the work site. Trained mobile crèche staff conduct a daily programme of non-formal education, nutrition and hygiene. Regular visits by a doctor take care of the health problems.

Apart from running the Day Care Programme, some of the other functions of Mobile Crèches are :

- * Conducting a one-year training programme and organisation of workshops for Day Care Workers extending training to other organisations and individuals wanting to set up crèches and Balwaris.
- * Students are helped to join local Municipal schools and ex-students are given scholarships for further studies.
- * To involve parents in issues relevant to their children and the community through group discussions and mobile theater units.
- * Undertaking Research and Documenting projects.



Q. *Why Mobile Creches wanted to participate in the program?*

In the course of their work in construction sites and slum settlements in non-formal education centres and balwadi's, the staff of Mobile Creches had come across children with disabilities. Their staff had expressed the need for support for working with such children. The staff faced specific problems like; how to identify these children; how to meet the early stimulation needs of these children in the balwadi's; information on medical support services available; legal concessions and government schemes available; support for getting admission for primary level students from their non-formal education centres into the government schools, (these schools are currently refusing to admit most children with disabilities); also awareness raising among their communities regarding attitudes towards disability and methods for prevention of disability.

Q. *Who participated in the program?*

In the role of master trainers there was 1 staff from the training team of the organisation and 1 staff who was the centre in-charge of one of the centres in a slum in which the organisation works.

18 staff members were involved subsequently. Among these 13 were community workers working in balwadi's and non-formal education centres. These staff have usually passed their grade Xth or XIIth and have work experience of 2 - 10 years. The balance 5 members were from the training team who were mostly grade Xth, XIIth pass and some were graduates and had a rich work experience of 15 - 25 years in the organisation.

We have been meeting Ms. Mridula Bajaj, Executive Director, Mobile Creches who was representing the management.

Q. *What we did during the program.*

Teacher training program [18 members, 4 days]

- Visit was made by the participants to SSNI.
- Sessions having the focus of reflection on attitudes to disability, perspectives on disability were transacted.
- Panel discussion with a group of young adults having different disabilities took place.
- Methods for management of children with disabilities in the classroom were introduced.

[March 1999]

Workshop on safety measures while handling children with disabilities for Class IV Staff (helpers, drivers) : (3 hours)

- Through discussions and demonstrations, techniques to handle children with physical disabilities, mental handicap were shared.
- Use of aids like knee pads, safety head gear, etc. were shown
- First aid requirements of children having epilepsy were also demonstrated.

[August 1999]

Initial training of staff on screening, identification and skills for basic management of children with disabilities. [5 hours]

Note The master trainers team was helped to prepare themselves to conduct this session. They studied relevant sections from "Disabled Village Children" - David Werner and had discussions with our team as part of their preparation.

- Case studies were prepared of children having visual, hearing, mental and learning disabilities. Brief input on causes, symptoms, screening and identification methods for these was given and discussions took place.
- Guidelines for basic management were discussed and literature for this was distributed.

[December 2000]



LEARNINGS OF PARTICIPANTS FROM PROGRAM!

- इन कार्यशालाओं में हमें अपने व्यवहार व सोच को परखने का अवसर मिला और जिस के कारण हमने विकलांगों की क्षमताओं को महसूस किया व इन को आगे बढ़ने में आने वाली समस्याओं की जानकारी मिली। इन समस्याओं का किस प्रकार समाधान करना चाहिए यह भी इन कार्यशालाओं द्वारा जाना। हमने सीखा कि उनके आत्म-सम्मान का भी ध्यान रखना चाहिए।

मोबाइल क्लेश - कार्यकर्ता

- विशेष बच्चे सामान्य बच्चों के साथ रहना पसन्द करते हैं या नहीं; विशेष बच्चे क्या चाहते हैं व महसूस करते हैं, ये उनके साथ बातचीत करके पता चला।

मोबाइल क्लेश - कार्यकर्ता

Training for staff on legislation, advocacy, concessions for people with disabilities and information on external support agencies.

[5 hours]

- A senior member of the advocacy group at SSNI shared information about the Disability Act (also its inbuilt limitations) with special focus on the provisions made for Education. He also shared numerous incidents highlighting the struggles that various individuals and groups have experienced while fighting for their rights.
- He enthused everybody to contribute to and join in this struggle for the rights of people with disabilities.
- Information on government schemes for disabled along with guidelines on how to avail these were shared. (annexure 2)
- Session on how to access support from external support agencies was conducted. (annexure 8d)

[April 2000]

AWARENESS RAISING ACTIVITY

- A theatre workshop was organised for 10 to 12 students from 2 centres of Mobile Creches. This was organised with the help of an organisation called Pravah. The children were exposed to various disability issues and to inclusive education through various media like films, aids and appliances for disabled, literature, etc. They used this information to develop a script and a play to highlight various issues about attitudes people have towards persons with disabilities and also highlighting the right to education for disabled children. (annexure : 3)
- This was followed by performances in 2 of the centres, Nehru Place Slum and Construction Site on Hailey Road.

[April - May, 2000]

Impact

Children taking part in the workshop and their families got sensitised to disability issues. The performances raised some awareness as people in the audience asked for information and reacted to what had been communicated in the play. The Mobile Creche staff would be responding to any reactions that may come up during their daily interactions from people who had watched this play.



SOME CHANGES THAT HAVE TAKEN PLACE

- जो हमारे केन्द्र में विशेष बच्चे थे उन्हें सब बच्चों के साथ मिलाया और ज़्यादा से ज़्यादा समय उन्हें दिया। बार-बार उनके साथ अभ्यास किया और हमें अपने-आप में बदलाव महसूस हुआ।

मोबाइल क्रेश - कार्यकर्ता

- पहले मैं यह समझती थी कि विकलांग बच्चों के लिए विशेष स्कूल ही ठीक होते हैं। पर जब मैंने स्पार्टेक्स सोसाइटी जाकर देखा कि कुछ बच्चे अपना काम बहुत अच्छी तरह से करते हैं तो लगा कि कुछ प्रकार की विकलांगता वाले बच्चों को छोड़कर बाकी बच्चे सामान्य स्कूल में पढ़ सकते हैं।

मोबाइल क्रेश - कार्यकर्ता

Q. *What has been the impact of our program?*

- There has been some change in attitudes of staff. They are able to focus on abilities of children with special needs. Have begun to think on the lines that they can use their knowledge base about teaching skills along with the necessary adaptations in teaching strategies when working with children with disability. Most staff are now motivated that they would like to make efforts to see that children with disabilities get an opportunity to be in regular educational settings.
- Information about referral agencies for different disabilities and a direct contact with SSNI has made them feel secure that they would be able to take appropriate action when children with specific disabilities come to their centres.
- The sessions on legislation and advocacy has really enthused the staff to join in the fight for rights of people with disabilities. A lot of them felt this information needed to be given to the parents of children with disabilities to raise their awareness about the rights of their children. Information on legal concessions and procedures to avail these was also found useful. The staff were committed to disseminate this to parents and persons with disabilities.
- The master trainers have incorporated some sessions into their training course for balwadi teachers.

Q. How our relationship may continue?

The current needs expressed by the staff who have participated in the program are :

- Exposure visit to inclusive educational set ups.
- Regular training sessions for dealing with children with disabilities in their class rooms.
- Ms. Mridula Bajaj, during one of our meetings had shared that their target group has been working mothers with young children (0 - 5 years). By working with this group she felt that only a proportion of children having disabilities (i.e. those present in these families) had been covered. She had expressed a need for SSNI's support to discuss and may be develop a plan for the children with disabilities in project areas of mobile creches, who were currently not receiving any support. SSNI hopes to follow this up with the organisation.

2. STATE COUNCIL FOR EDUCATION RESEARCH AND TRAINING (SCERT)

SCERT is a state level Government body specializing in in-service and pre-service training, research and material development in the field of Education.

DIETS (District Institutes of Education and Training) have been established under the aegis of SCERT and cater to the educational needs of their districts (refer annexure 4a for a profile on DIETS)

COLLABORATION WITH SCERT

Recognising the need to link with the Education Departments of Govt. of India, which allows for the replicability of the training material on a larger scale, we collaborated with SCERT and the DIETS. SCERT, from their side was committed to Education for all and were also aware of the Teacher Education Resource Pack, and therefore were open to the collaboration.

We are especially thankful to Prof. Moegiadi, Director, UNESCO Office, New Delhi and Mr. Champak Chatterjee, Jt. Secy (Inclusive Education), MHRD, New Delhi for facilitating this collaboration.

Even though our first workshop for Master Trainers was over, we decided to hold another one for the group from DIETS. This group forms the Faculty for the pre-service and in-service teacher-training programmes. Therefore we thought this linkage would definitely benefit all children with special needs, specially because of the ripple effect this workshop could achieve. We attach the proposal formulated towards this purpose. (refer annexure 4b)

PROFILE OF PARTICIPANTS

SCERT, Delhi - the participants were all teacher - educators with Masters/Doctorates degrees in Education/Psychology/related fields. All of them have training experience in pre-service/in-service training. Most of them were subject teachers and one is a trained social worker, working in a community set up with a special focus to include children with disabilities in her programme. 18 Master Trainers took part in this training programme. They represented 7 districts out of the 9 districts in Delhi.

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NEEDS OF THE GROUP

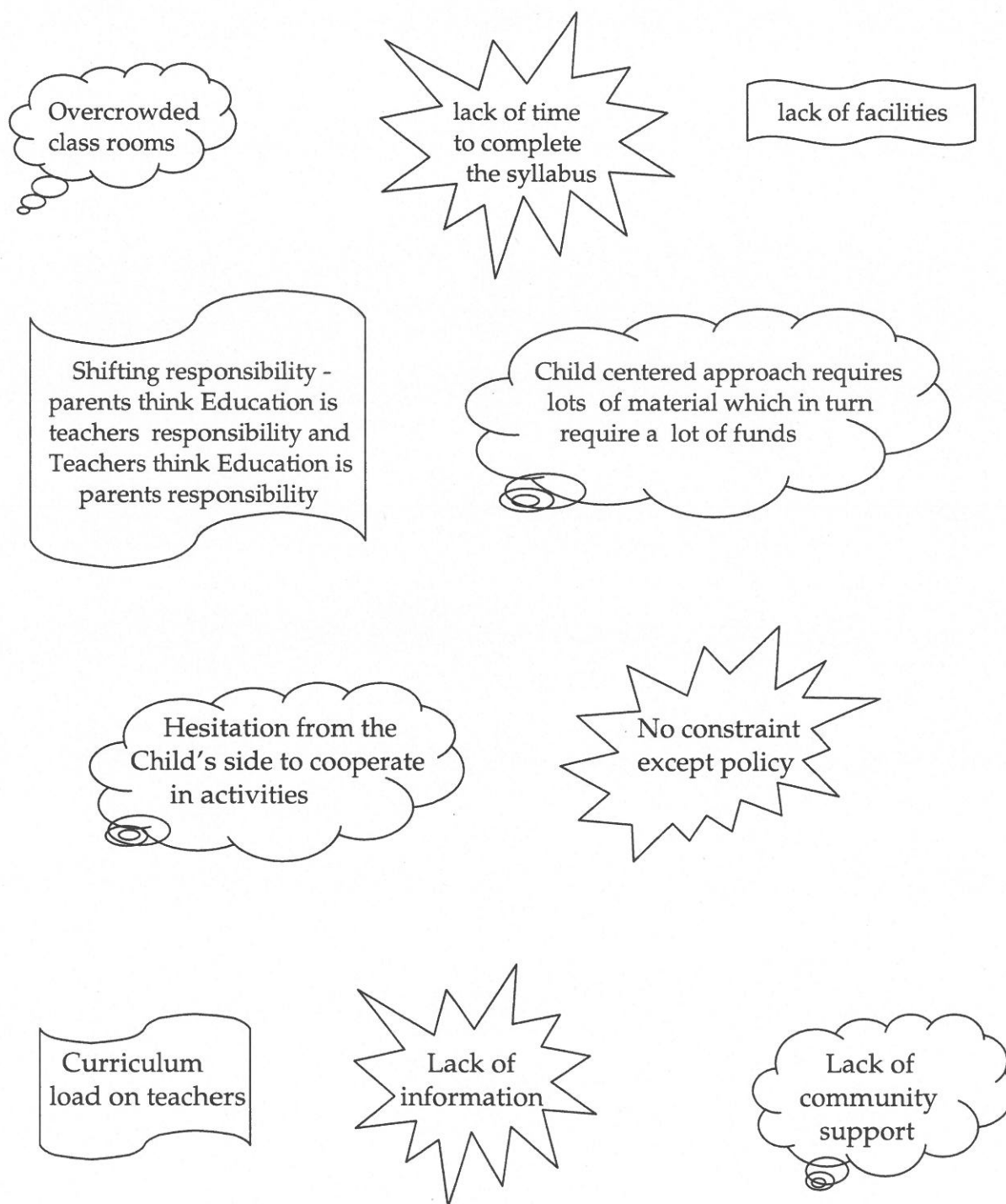
There was a wide range of needs that emerged during the orientation programme. Some of these included:

- ❑ Adequate technical knowledge base on Inclusive Education and Disability related issues.
- ❑ Strategies for increasing involvement of teachers in planning and implementation of Inclusive Education, curricular changes/modifications
- ❑ Sensitising and raising awareness leading to attitude change in teachers and the larger community.
- ❑ Identification, assessment and management of children with disabilities.
- ❑ Methods of instruction and evaluation devices for addressing diverse needs in an inclusive set-up
- ❑ Information on Aids/ Appliances, referral agencies, etc.

The schedule enclosed was formulated after negotiating the needs and setting up priorities. While the workshop was being conducted certain changes were made because of the time constraints and certain topics on 'Attitudes' and 'Perspectives' on Disability took longer than anticipated. We could not conduct the sessions on 'Problem Solving' and 'Working with parents'. The changes made were in consultation with the group which was appreciated by them. (refer annexures 4c & 4d)

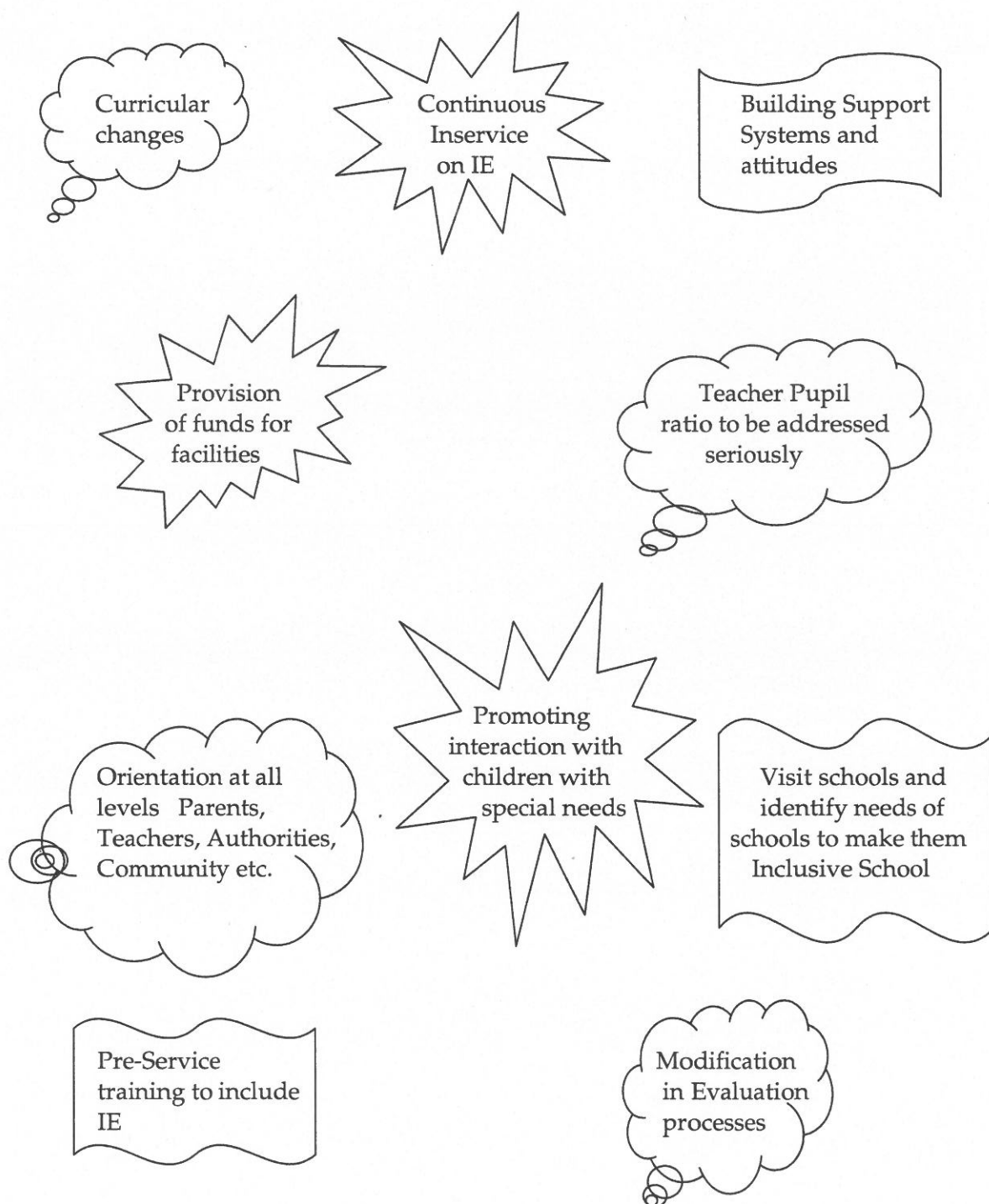
What was most heartening was that the group felt, that though all the needs could not be tackled during the 5-day workshop, (as it would have required a one month training) they were all convinced and enthused about continuing to work for Inclusive Education.

CONSTRAINTS THAT I FACE WHILE MAKING EDUCATION MORE CHILD-CENTERED



Responses by DIET faculty during the workshop for Master Trainers

MEASURES TO BE TAKEN BY TEACHER EDUCATORS TO PROMOTE INCLUSIVE EDUCATION (IE)



Responses by the faculty of DIET during workshop

FOLLOW UP WORK

We were really happy to note that the DIET groups had formulated their plan of action alongwith the budget. We had earlier decided to follow up with DIET group only and that the follow up of the other groups will be done by the coordinating DIET group. But there were unanticipated delays in the implementation programme. The project had a set back when the Director, SCERT Mrs. Mukhopadhyaya was transferred and after a considerable gap the post was filled by the current director. Much time was lost and the teacher training programmes in all the districts could not take place as scheduled. We received a report from one of the DIET groups which had conducted the following activities

- Survey of one of the identified areas of the district.
- Training of Aanganwadi Workers (Aanganwadi is a community creche run by the Govt.)
- Teacher training of primary teachers from Govt. Schools (1st batch)

RESULTS OF SURVEY

- ❑ Survey results showed that from a random sample of 500 households there were 122 children with disabilities and out of these only 29 children were going to regular school and the others were not receiving any form of schooling.
- ❑ Survey was carried out in 6 schools of the area, where only 10 children were found.
- ❑ It was also shared in the report that these schools were sadly lacking in basic facilities needed for children with disabilities.
- ❑ The investigator also found that many teachers including a principal of a school were not in favour of Inclusive education.
- ❑ 76% of the parents want similar attention be given to children with special needs, as was given to other so called normal children. 88% teachers felt that there should be special schools for such children.

The coordinating DIET informed us that -

- ❑ Survey is not completed in all the districts as they are dependent on teacher trainees to conduct the survey. They would be able to carry out the second phase of the survey only in July / Aug 2000.
- ❑ The coordinating team would first want to sensitize the Administration and Management of schools.
- ❑ The teacher training programme will take place between Sept-Dec 2000.

We realize that the time-frame that was available to the DIET faculty for conducting its activities was July'99 – Feb'2000. During this 8-month period they had internal setbacks because of which they could not conduct the activities. We learn from some of the informal interactions with the participants that they refer to the PACK for their on-going in-service programs.

CURRENT STATUS OF SSNI's COLLABORATION WITH DIET

- ❑ Reestablished the relationship with the new Director.
- ❑ Participated in seminar conducted by SCERT where we made a presentation on "Inclusive Education" to about 120 members of DIETS.
- ❑ Participated in a meeting on Primary Education Enhancement Programme (PEEP) coordinated by SCERT and raised the issue of including the children with special needs in the surveys conducted by PEEP projects. Sadly, children with special needs were not included in the 1st round of the survey.

SSNI has been recently invited by SCERT to provide the technical resource support for its Inclusive Education Programme. The Director is particularly interested in formulating an action plan to make this collaboration a reality.

The needs expressed by SCERT are as follows -

- ❑ Evolving a core group of 6 trainers, drawing experts from various NGOs, with SSNI coordinating the team work.
- ❑ Sensitizing 3000 teachers of all Govt. Schools in Delhi in a phased manner starting in October 2000.
- ❑ Formulating a core curriculum for the pre-service teacher training program scheduled for August, 2000

[The above 2 activities would be using the resource pack as well as other training material]

- ❑ Continue to support SCERT in conducting training on Special Needs.

SSNI is also keen to establish a relationship with SCERT and support the Inclusive Education Programme. We have yet to formalize this relationship.

3. KENDRIYA VIDYALAYA

The Kendriya Vidyalayas are run by the Kendriya Vidyalaya Sangathan, an autonomous body formed by the Ministry of Education. They primarily cater to the children of Central Govt. Employees including Defence Personnel and a floating population liable to frequent transfers throughout the country.

The instruction is imparted through the medium of English and Hindi. The Vidyalayas prepare pupils for All India Secondary School examination and Senior School Certificate examinations conducted by the Central Board of Secondary Education, New Delhi.

The Kendriya Vidyalayas not only have a common syllabus but also well prepared syllabus and good textbooks based on it. They have good well-equipped libraries, good laboratories and a variety of useful co-curricular activities.

The Vidyalayas provide for the study of Humanities and Sciences and many of them are multi-purpose in character providing diversified courses in Commerce, Home Science and Technology.

Quality of teaching is kept reasonably high by an appropriate teacher-student ratio with provision of suitable proportion of teachers with high qualifications.

Q. *Why the Kendriya Vidyalaya Sangathan (KVS) wanted to participate in the programme?*

The KVS had plans to implement a policy of reservation for admission of children with disabilities into its schools in the academic year starting July, 2000. They believed that before introducing such a policy, teachers, students and management of a school need to be prepared for the implications of such a policy and also to be sensitised to the needs of disabled children. They hoped that by doing a pilot programme in two schools, it would generate learnings which could then help them to prepare a strategy at a national level.

Q. *Who participated in the programme?*

There were teams from 2 KV's based in South Delhi - KV Andrews Ganj and KV Sadiq Nagar. One teacher from the primary section of each of the schools participated as a master trainer. There were 16 primary schools teachers from these two schools who were then trained by the master trainers with our support. During the programme, we also interacted with the Head Mistresses of the primary sections, Principals of the schools and the Joint Commissioner Academics of the KV Sangathan, Shri Puran Chand.

The teachers who participated in the programme were graduates and post- graduates with a varying number of years of experience. Some of them were subject teachers and others were class-teachers.

Q. What we did during the programme (May'99 – May'2000)

Teacher training programme (16 teachers 3 days)

- Focus on understanding "Special Needs".
- Developing understanding on how children learn.
- Helping teachers to reflect on the situation in their classrooms and their teaching practices.
- Session on working with families.

[May'99]

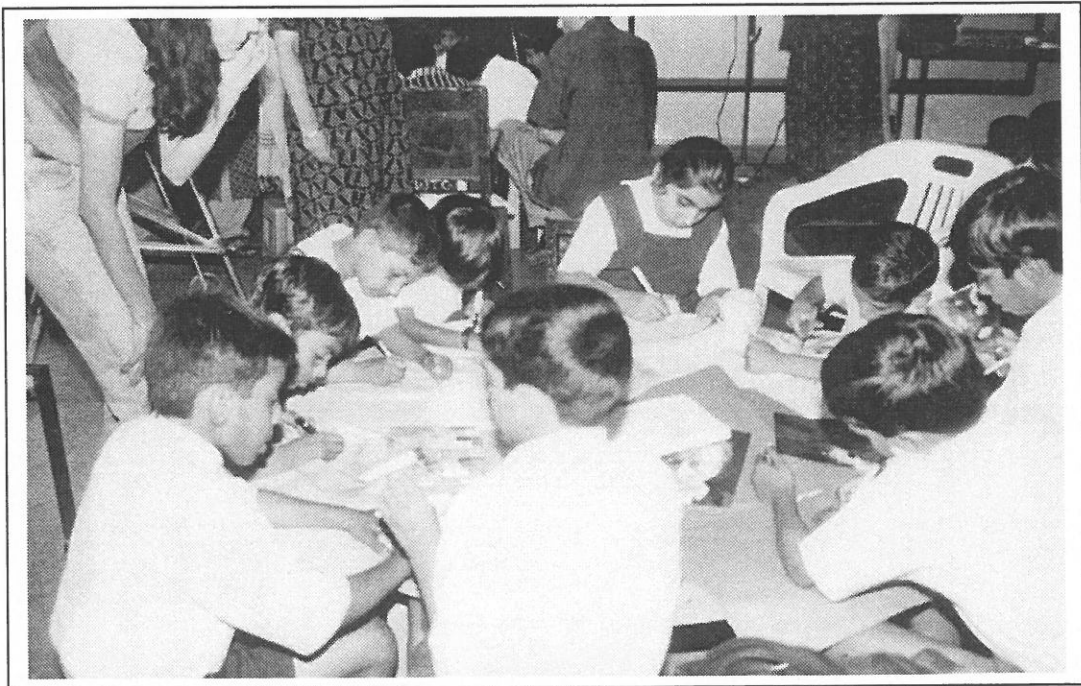
6 teachers from KV Andrews Ganj went for an exposure visit to St. Columbas School to understand the school's efforts at inclusion.

[September 1999]

LEARNINGS OF PARTICIPANTS (CONTD.)

- We have become aware about many things e.g. Child's point of view, teacher coming down to the level of children. Though we are aware, but we tend to forget it.

Teachers from KV - Andrews
Ganj



Teacher training at KV Sadiq Nagar on "Assessments and Recording of Progress" (Duration : 3 hours)

- Teachers reflected on and refreshed their knowledge about the assessment methods.
- Developed a format [annexure 5] for gathering information about the students in their classes who were facing difficulties in coping with their work.
- Each teacher committed to gathering the information for 2 students in her class based on the above format so that individualised plans could be prepared to help them.

[November, 1999]

Teacher training on "Holistic Program Planning at KV Sadiq Nagar [Duration : 3 hours]

- The teacher group got together to discuss the information they had gathered about students facing difficulties [1 - 2 cases were discussed]
- Plans were developed for some children by the teachers working as a group after analysis of the data
- For the students whose cases could not be discussed, the teachers committed to preparing plans through discussions with their colleagues and implementing these.

[January, 2000]

Teacher training at KV Andrews Ganj on "Assessment and Program Planning" as was done at Sadiq Nagar.

[8th March, 2000]

Awareness raising program

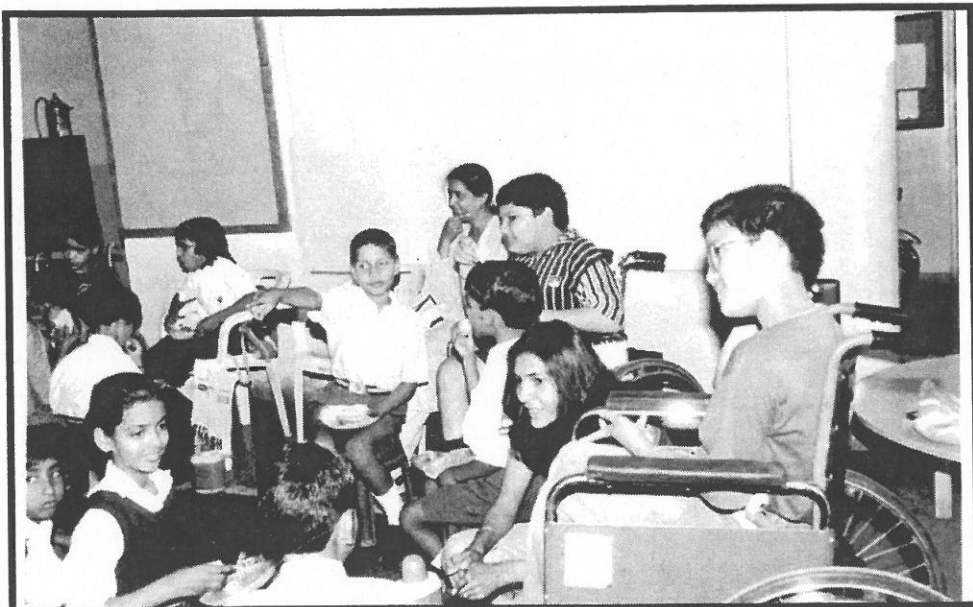
- Interactive session between students of Grade-IV and V of the 2 KV's, St. Mary's School (a private school which has very successfully integrated many children with disabilities) and students of Spastics Society of Northern India.
- Children played games together, participated in activities like collage making, creative story writing and painting.

Impact:

For many of the students of KV's and for some teachers this was probably the first time they had seen children with multiple disabilities. During the interaction it was quite an eye-opener for them when they saw these children participating and enjoying activities like painting, story writing etc.

Interaction with the students and staff of St. Mary's School probably allowed them to see that inclusion is actually feasible.

[24th April, 2000]



Training team from SSNI invited to participate in an inservice training program for primary school teachers being hosted by KV Sadiq Nagar.

- An overview on the prevalent thinking in Inclusive Education was shared.
- A panel discussion involving adults with disabilities was organised. They allowed the group to get a better understanding about inclusive vs. segregated schools.

[May, 2000]



SOME CHANGES THAT HAVE TAKEN PLACE

- There has been a change in attitude towards special needs children. We have realised that though it is a difficult task but not impossible. and these children do deserve a chance.

Teacher group - Kendriya Vidyalaya

- A process of thinking has started regarding finding solutions to the problems faced by children in our classes.

Teacher group - Kendriya Vidyalaya

- हमारे हिसाब से सूकीकृत शिक्षा प्रणाली होनी चाहिए। इसलिये हम कहीं भी कार्यशाला करते हैं तो सूकीकृत शिक्षा प्रणाली के बारे में बताते हैं।

मोबाइल फ्रेंड - कार्यकर्ता

Q. *How our relationship is going to continue?*

Various issues we came up against during the project [annexure 6] were discussed with the Principals of the 2 KV's and the Joint Commissioner Academics, KV Sangathan Shri Puran Chand on 22nd June, 2000. The proposed action plan is as follows :-

- The Joint Commissioner requested SSNI to continue with the project in the 2 KV's with the aim of meeting the training needs of the teachers in the area of identification of children with disabilities and, skills for basic management in the classroom. He committed to providing the funds for this. SSNI has agreed to follow this up.
- To help teachers to work better with families, the Joint Commissioner gave freedom to the Principals to put in place systemic requirements like time during working hours to call parents in for meetings and more importantly for teachers to make home visits. He also agreed that reimbursement of travel expenses incurred by teachers for home visits could be done. These had been suggestions which had come from the teacher groups during the various training programs.
- Shri Puran Chand shared that for purposes of evaluation methods that could be used with children with disabilities, in some schools provisions had been made in the past for writers when an individual student had required it. For a child with learning disability, (a hypothetical case we put up in front of him) who may require oral examinations as she may not be able to perform in the written examination, the Commissioner said that if this was medically certified the Sangathan would be very receptive to changing the evaluation methodology for that student.
- With regard to the use of English as a medium of instruction, Shri Puran Chand shared that in the KV set up, there was a population of about 10-15% (approx. 14,000) students every year who got transferred. These transfers could be right across the country with subsequent

language shifts. This therefore stopped them from having Hindi as the universal medium of instruction because children coming from non-Hindi speaking homes and regions could not manage.

He shared that what had been done to partially address this problem was that individual students in consultation with their families, who wanted to have Hindi as the medium (i.e. text books and examinations in Hindi) had the option to do so. We were not very clear whether the practicalities and effectiveness of such a policy at the classroom level had been studied by either the schools or the Sangathan. We hope to pursue this matter further during our ongoing relationship with KV.

4. DEEPALAYA

Deepalaya is a Non-Government Organisation working in the urban slums of Delhi with a primary focus on Universalisation of Education (Refer annexure 7a for a profile on the organisation)

NEED OF THE PARTICIPANT ORGANISATION

Prior to the linkage in the Project “Inclusive Education and Community Support Programme”, SSNI had already established a partnership with Deepalaya for including Disability related issues in their ongoing developmental activities. It was mutually felt that the involvement in the Inclusive Education project would strengthen the partnership and also give it a positive direction in understanding the need for Inclusive Education and implementing the same.

INITIAL COVERAGE

Three Clusters in the South Delhi District were chosen :

1. Manav Kalyan Vihar
2. V.P. Singh Colony
3. Transit Camp

Deepalaya had already established Non-formal Education Centres in these areas which were run by Social Entrepreneurs (SEs). The SEs are youth from the community who run these Centres on business lines and charge their fee directly from the community/parents. They are directly accountable to the community. The ongoing training is imparted by Deepalaya

- ❑ 18 SEs from the 3 clusters were chosen for the teacher training programme. The educational background of the SEs varied from Matriculation/High School to Graduation/Post-Graduation.
- ❑ 18 centres are covered through the functioning of the 18 SEs.

PROCESS OF WORKING

Three trainers from the organisation were trained as Master Trainers. One of these trainers had a background experience of Disability Rehabilitation who was also the Coordinator of the project in Deepalaya, while the other two were from the field of community development. The trainers directly interacted with their SEs and the larger community. The identified members from the core group and SSNI, supported the trainers in formulating a plan of action as well as problem solving and evaluation strategies for implementing the same.

Towards the end of 1999, the coordinator had to resign from her duties and a new coordinator was inducted who was not part of the earlier Master Trainers Workshop. This slowed down the process of working considerably. During the same time, the other two Master Trainers were also transferred to other clusters and were given extra areas of responsibility. This resulted in the SEs being left on their own for some time which led to a set back in the functioning of a system for problem solving which had been established. We are constantly dialoguing with the team and the new coordinator is settling in and seems to be more in control now. As the other Master Trainers took charge of other clusters, they also spread the philosophy of IE into these areas thus increasing the coverage and sensitizing more people in the process.

PRESENT COVERAGE

Approximately 120 children with disabilities are being covered through centers in 8 clusters. One of the centres is managed by a community worker trained in Basic Management in Community Based Rehabilitation. This is a certificate course conducted by SSNI. 3 clusters are managed by SEs trained in IE. 2 centres are managed by special educators which are being converted into Resource Centres. These were being run as special units earlier. 2 schools - a formal and a community based school cater to around 27 children with disabilities. As a Technical Resource Institution, SSNI is also supporting the coordinator in streamlining the activities of the special units, identifying

the areas of technical training, formalizing the Individual Educational Programmes etc.

LIST OF ACTIVITIES UNDERTAKEN DURING PROJECT PERIOD

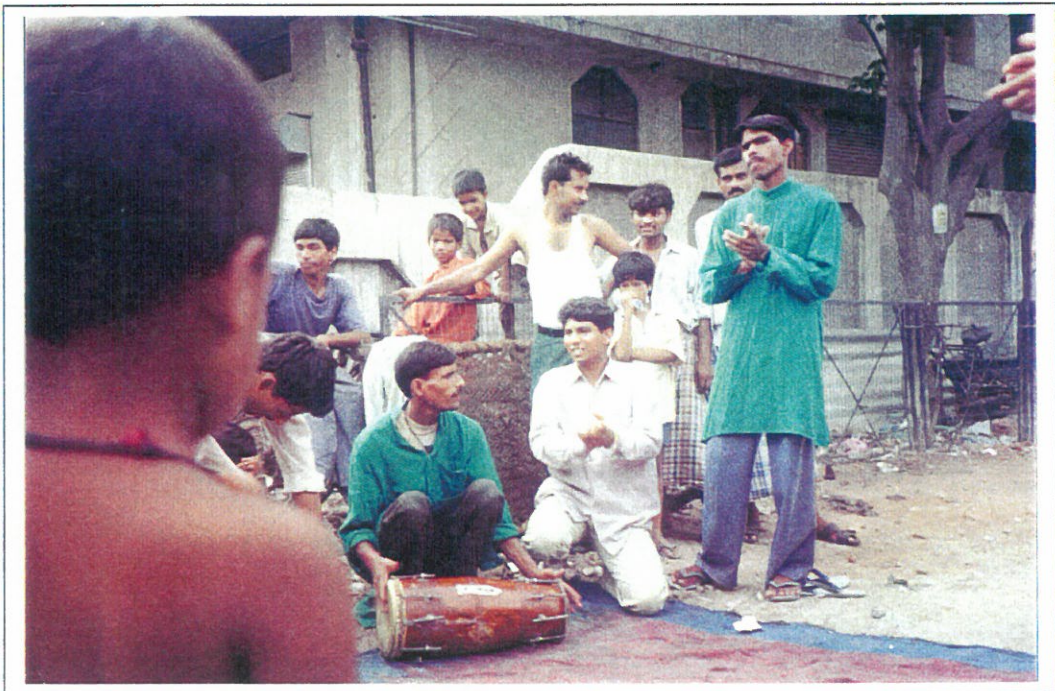
- ❑ Elicitation of difficulties faced by teachers in the classrooms and teachers responses to it. (refer annexure 7b)
- ❑ Orientation about the Project for the SEs and eliciting needs for training.
- ❑ Teacher (SE) training programme - 2 days. Refer annexure 7c - for report on a Training Programme by Deepalaya – April 99
- ❑ Training programme on 'Safety Measures' when working with children with disabilities. This was conducted by one of the master trainers. The need arose as 2 of the children with disabilities had got injured. The aspects of safety measures and handling emergencies was reiterated at many meetings as well. – Sept. – Nov.'99
- ❑ Brainstorming sessions on monitoring and evaluation which led to the formulation of 1) expectations from SEs 2) observation tools/check lists and a reporting format for SEs which gives information regarding daily attendance as well as problems/concerns of the week (refer annexures 7 d, e & f).
- ❑ 1/2 day workshop with the middle management (all senior programme officers) for sensitizing them to the philosophy of IE, updating the group on the progress of the project and planning to include disability related aspects to their ongoing activities. It was felt by this group that initially they would be able to take on only activities for raising awareness on

disability related issues and participate in movements/activities related to rights of children with disabilities. – February 2000

- ❑ 1 day training for SEs on Assessment, Recording and Problem Solving. This session did not yield good results as there was a poor attendance on the part of SEs. This could be due to the restlessness in SEs and the time they took to settle down with the internal changes. – April 2000
- ❑ Awareness Raising Activities : It was heartening to note that Deepalaya had used various opportunities not only to raise awareness and disseminate information in the community regarding disability related issues and Inclusive Education but also participated in movements related to advocacy of rights.
- ❑ Stalls were put up during a Health Mela organised at Deepalaya to disseminate information regarding Disability.



- ❑ Puppet shows emphasizing Education for all.
- ❑ Deepalaya participated in a rally held by NGOs recently to enforce inclusion of 'Disability' in the Census 2000. The Government of India has subsequently released an order to include persons with disability in the current census. This, of course, was a joint effort of many NGOs.
- ❑ World Disabled Day was celebrated in a big way at Deepalaya.
- ❑ The street play on Inclusive Education. This was performed by the youth group of the community which had organised itself as a Theatre Group. This is a mobile group which moves from cluster to cluster spreading the message of education for all and specially sensitizing the community to the needs of the disabled. Interestingly, one of the members of the group has a sibling with special needs who was able to contribute to the development of the street play. Currently the group is debating on taking in a person with disability as a member of the group. They have performed the play in three locations.



ACHIEVEMENTS

- ❑ Positive experience of children with disabilities from Deepalaya who have been integrated into regular schools is enthusing SEs and teachers to take on more children with special needs.
- ❑ Children with special needs showing more confidence in performing on stage and competing with their peers in extra-curricular activities.
- ❑ Many more SEs showing initiative to conduct surveys in their areas to identify children with disabilities and receive training.
- ❑ All children with polio, who were attending the special unit, are now part of the mainstream programme.
- ❑ 6 young adults identified to receive vocational training in a regular export garment house. Deepalaya is striving to move towards an all inclusive society.

CHALLENGES FOR THE FUTURE

- ❑ Streamlining of activities of the resource centres.
- ❑ Clearly working out the roles of the special educators who could support the SEs working in the clusters.
- ❑ Evolving classroom strategies to work with children across disabilities. An especially challenging area for the coordinator seems to be the inclusion of children with hearing problem.
- ❑ Retaining the interest level of the first batch of SEs who were trained in IE.
- ❑ Strategic movement of IE in all other clusters of Deepalaya.

SSNI'S LINKAGE WITH DEEPALAYA

We plan to continue our partnership and support in Training, Planning and Monitoring of IE activities of Deepalaya.

C) TRANSLATION OF PACK INTO HINDI AND MODIFICATIONS

The pack has been translated into Hindi and is enclosed with this report. With regard to the issue of modifications in the context of the Resource Pack, the project implementing team (PIT) at SSNI was guided by the valuable guidelines on this issue given by Ms. Lena Saleh, UNESCO, Paris, in December, 1999. She said quote "When it comes to using information/experiences from the participants to enrich the pack we suggest that this be done only after thorough consideration. As you know, for many of the units the crucial point is that the participants reflect upon their own practices and experiences and discuss them with others. This in itself brings in the local experiences and this self-reflection must not be lost".

The team at SSNI is in agreement with the above and after giving due thought to the issue the following are the modifications/adaptations we have instituted in the translated version :

- ❑ 19 illustrations have been modified. The modification in most illustrations is a substitution of Indian looking faces in place of the earlier figures. We hope this will help Indian readers to better associate with the material.
- ❑ Where non-Indian names were used these have been changed to Indian names. This was, however, not done in the following 2 units :-
 - (i) Unit 2.1 Defining Special Needs : This was because by retaining the names and situations in Peters Story, as being out of India, it strengthened the message of the unit. The prevalent thinking in the minds of a lot of Indians is firstly, persons with disabilities need specialists, secondly, in developed countries where such facilities are available, disabled persons are much better off. Given the above mindset when Indians read this case, which is apparently located in a developed country, it forces them to challenge their above view. If this is changed to become a situation in India the impact is lessened greatly.
 - (ii) Unit : 2.7 Integration in action : The names were retained because the teachers stories described in the unit were meant to be experiences of teachers from different parts of the world. The emphasis was on the reader being able to appreciate and learn from varied experiences happening in various parts of the globe. This also strengthens the understanding of the reader that the move towards inclusion is a global effort.
- ❑ There were a few portions in the content in which situations which are not Indian were described. Adaptations were made in these e.g. Unit 4.3 : Child-to-Child, in the portion on "Circle of friends", the setting up of a students telephone committee for students to chat on a daily basis was suggested. Such a situation of connectivity through telephone cannot be

envisaged in a large part of India. This situation was, therefore removed from the text and substituted with a neighbourhood group.

A feedback given to us by many participants and also a facet about the pack which we experienced when transacting various units, was that the difficulty level of the reading material at times was quite high. This on analysis was found to be due to three factors, one the language used was not of a level which members like the community workers of Mobile Creches (having educational qualifications Grade Xth and XIIth) and even primary school teachers e.g. at Kendriya Vidyalayas were able to comprehend very easily. Secondly, technical words used were not easily understood. Thirdly, the volume of the material at times was quite a lot. A number of the participants were not in the habit of reading so their active participation in sessions got reduced due to the stress they felt at having to read the large volume of material. In response to the above we attempted the following modifications:-

- Where appropriate and possible, we have attempted to simplify the language during translation. No attempt was however made to modify the concepts, issues in the content to reduce difficulty level.
- Where technical words had a potential to cause confusion when translated to Hindi, their English equivalents have been given either in the brackets along side the word or in a glossary at the end of the Pack.
- To address the issue of difficulty due to large volume of matter, we tried two methods. One we tried communicating the matter to participants through a different medium e.g. orally (as a brief lecture) and secondly by redesigning the unit so that there was much less emphasis on reading of the discussion material e.g. unit on "Changing Practice" (annexure 8e). We had planned to simplify the contents of some reading material but that has not been possible due to certain exigencies.

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III) PROJECT LEARNINGS

A) CONTENT OF RESOURCE PACK AND PROCESS OF TRANSACTING IT :

a) Comment on various modules

Module 1: The module helped to facilitate the process of getting participants to identify their needs. The method of transacting these help to communicate very effectively the 5 approaches which are emphasised throughout the pack. The units which were found most useful and having a high impact were Unit 1.3 Learning lessons and 1.4 Looking at classrooms.

Module 2: During our experience we found that almost all of the units in this module got used with every organisation. This in our analysis was the most powerful module in the entire pack and our expertise in the area may have helped in its effective implementation. The units 2.1, 2.2, 2.4 2.5, 2.6, 2.7, 2.8 were used quite often. Unit 2.3 – The video on Inclusive Schools could not be used due to the language barrier. We would like to suggest to UNESCO, that it would be very useful to develop a video for India showing a local organisation. The unit 2.9 Needs of teachers was not transacted as a separate session. However, the issue of support systems for teachers was a priority in our minds while working with all the organisations. It was our attempt to highlight possible ways in which such support could be organised within the organisations by role modelling this as part of the facilitation we were providing to them.

We faced a lot of difficulty in transacting the study material of this module. The focus highlighted in the material, of a shift in thinking from an individual pupil view to curriculum view, requires a radical shift in thinking and also forms the core message of the pack. We would like to suggest that some alternative methods other than in the form of the current reading matter be developed to communicate the message of this material. One suggestion is given in "Additional areas for which material should be included in pack."

Module 3: There was a varied range of feedback from participants to the units in this module. The unit: 3.6 – Cooperative learning was found to be very effective by many groups. Many groups felt the reading matter in most of these units was extremely voluminous and this was a very great disincentive to its use. Some organisation commented that some issues being covered here like in "Reading for learning", "Structuring group activities" were those for which they have already had inhouse training.

We observed that the design of a number of units in this module e.g. Unit 3.2, 3.8, 3.9 and a few in Module 4 required that the teachers reflect on some

theoretical input during a session, develop some plans, execute them for a period of time in their classrooms and then get back to reflect on their experiences. Such a design we felt was very critical for the process of effective learning. This design in our experience also required that such a training be facilitated by an inhouse training team and be organised as an ongoing process.

Module 4: The feedback to the units in this was similar to that of module 3. We have attempted to transact some of the units like 4.7 – Parents as partners, 4.8 - Meeting parents, 4.10 – External agencies using alternative methods [refer to annexures 8c, 8d].

We observed that for some participants the process of reflection and taking responsibility for their own learning, an aspect emphasised throughout the project, was challenging and stimulating while a few found it more stressful. Those participants often wanted a direct input. It was quite useful to have a mixed group.

A participant remarks “It will be a long process if we start finding solutions for every problem on our own. Thus some ready made solutions found by others too should be taken into account for the problems faced by us.”

b) Alternative methods for transacting some of the units

During the process of training we felt that certain units needed to be conducted differently to suit the needs of the participants. This, we thought, would help in applying the learnings from the sessions directly to their own situation. The units that were conducted differently were :

Unit 2.6	-	Perspectives on Disability	(annexure : 8a)
Unit 2.7	-	Integration in Action	(annexure : 8b)
Unit 4.7-4.8	-	Working with Parents	(annexure : 8c)
Unit 4.10	-	External Support Agencies	(annexure : 8d)
Unit 3.3	-	Changing Practices	(annexure : 8e)

c) Additional areas for which materials should be included in the pack

- ❑ Safety – this need came up from the experience of one of the organisations. Their enrolment of children with special needs has increased. They have faced difficulties as a safe, physical environment was not catered to in the beginning and all the concerned staff were not equipped to handle certain behaviour problems which they experienced with some children with mental handicap. These had resulted in serious accidents. They have begun to train their support staff – attendants, ayahs, drivers etc. in the specific safety issues that must be kept in mind while working with children with special needs.
- ❑ A common need that emerged from all organisations was for specific technical training to enhance their knowledge base and skill to handle academic and other needs of children with special needs – specially children with learning difficulties and with mental retardation. We are happy to note that UNESCO will be adding this section to the pack by 2001.
- ❑ A need for training in early intervention and prevention of disabilities was shared by one organisation. They felt that work in this area would have a large impact on the future of Inclusive Education. We hope this aspect along with the safety needs are being addressed in the additional material being prepared by UNESCO, as these are crucial areas when working with children/adults with disabilities.
- ❑ For bringing about attitudinal changes in teachers, we felt there was need for more material which could help teachers reflect on the aims and philosophy of education, the value framework which our existing education system promotes. The enclosed material “Tota Kahani”, Khatra : School”, (annexure 9) are samples of reading material which can be used. There would be more such literature available which could be used to help teachers reflect on and refine their own understanding about education.

We feel opportunities to reflect on these issues would be critical in bringing about an attitudinal change among teachers and may also help them make a shift from the individual pupil view to the curriculum view of educational difficulties.

There are various organisations like Bodh Shiksha Samiti, Jaipur and others, who have done pioneering work in the field of primary education who use material like the above in their training programmes. We would like to suggest that in case the need is felt such material could be gathered and put into the form of units to supplement the Resource Pack.

B) PROGRAMME DESIGN

It has been our learning that the resource pack should be visualized as a tool for teacher development in a program for Inclusive Education. To increase the possibility of success of such a programme using the pack it is important that various aspects of overall programme design also be planned for. Our learnings on certain aspects of the programme design are as follows :-

- ❑ Link with the Senior Management : The Management of all the organisations we were working with were very open, cooperative and interested in the project. We, however, felt it was important to have linked more with them in the beginning. We need to focus on developing their understanding of the implications of adopting Inclusive Education so that they see this as an exercise for an overall school improvement programme and not just a skill development programme for working with children with disabilities. We feel it is very critical that the management understands the implications of adopting the above thrust of the pack as it would involve changes in their existing systems/policies e.g. – they may need to adapt the present curriculum and evaluation strategies to suit children with special needs. Another area of focus for the Senior Management group would be to tie up the structures and systems for on going support otherwise the learning from training could easily be lost. We found ourselves working on these areas intermittently with the management and found this was not an effective method and, therefore, feel that it should be clearly worked out in the beginning itself.
- ❑ We learnt that the implementing agency and the participant organisation should be very clear about the objective and the outcomes expected from the project. Based on this, decisions regarding the level of intensity of work and the number of organisations that should be linked with should be taken. For e.g. if changes are expected in classroom practices, evaluation methods or curricular reforms it would require an intense involvement with the organisation. The implication then would be to concentrate on fewer organisations (may be 2) so that it is possible to work towards an overall school improvement programme. There should also be clarity about the time frame within which these outcomes are likely to be achieved. It would be useful if the implementing agency could study some programmes and their processes where such overall school improvement has taken place. This may help them to develop the overall design.
- ❑ We learnt that the members implementing a project using the pack should have a thorough understanding about it and be trained to use it. We feel that we have been able to understand many aspects of the pack and about program implementation while implementing the project and not before and this may have affected the quality of our intervention.
- ❑ We also feel that for effective programme implementation the implementing agency should have experience of innovation in education programmes as well as an experience in the rehabilitation field. If this is

too ideal a combination and may not be possible then we would suggest that 2 organisations having the required experience collaborate on such a project.

✓ *Gen. Obs.* □ We found that organisations already working in the community with disadvantaged groups in the areas of education and development, having a focus of empowerment and inclusion were better able to broaden their perspectives on disability related issues. In these organisations, there was a readiness, therefore, for the development of technical skills and related information on disability. SSNI was able to provide training and support in the areas of identification, screening, basic management and referrals where needed. It has been quite a challenge for (the implementing agency)/us to work with groups/organisations with diverse backgrounds.

□ There were certain drawbacks because the implementing agency is working with children with disabilities and is also running a special school.

- Some of the participants felt we were the experts and, therefore, better equipped to deal with children with disabilities. A lot of work needs to be done to demystify this viewpoint and help them to gain confidence that the needs of the majority of children with special needs could be addressed by them in their classrooms.

- An expectation from some participants was an immediate training in skill development for identification and basic management of disabilities in classroom. The need for skill development was so strong for a few that they expressed a lot of frustration when the greater emphasis from our side was on taking them through the process of understanding the concept and philosophy of Inclusive education.

□ We found it to be a very challenging experience to establish links with the Govt. structures. We found that the links were not established either because they were busy with other aspects of their work and this was not their priority or because of the transfers of key people who are decision makers. And it is extremely time consuming to establish relationship with the new office-bearers. We hope to sustain the linkage formed with SCERT – Delhi.

□ A major achievement for SSNI has been to strengthen the commitment to Inclusive Education. SSNI is already in the process of adopting the Community Based Rehabilitation philosophy into all of its urban based programmes. The linkages made through this project would help SSNI in its own programme implementation. The staff of SSNI, who were involved in this project, are able to question the functioning of the special school being run at SSNI. We are in the process of reviewing the present functioning of our special unit and will incorporate our learnings from this project into the strategic plan of SSNI.

ANNEXURES

INFORMATION ON COVERAGE OF TRAINING PROGRAMMES

Sl. No	Name of organisation	No. of Schools/ Centres	No. of Trainers	Profile of Trainers	No. of staff	Profile of staff
1.	Kendriya Vidyalaya's	2	2 : (1 from each school)	Primary school teachers with graduate degrees	6 - 1st school 10-2nd school	Primary School teachers having graduate and post graduate degrees
2.	Mobile Creches	13 centres (construction sites & slum dwellings)	2	1 from training department, 1 centre in-charge of one of the centres in a slum in which the organisation works	18	13 community workers working in balwadi's and non-formal education centres 5 from training department of the organisation
3.	Deepalaya	3 slum locations in Delhi	3	1 Rehabilitation professional 2 Programme coordinators with good experience of training	18 social entrepreneurs	They are local youth running education centres in slum communities to provide tutorial and remedial education support to children
4.	District Institute of Education and training SCERT Delhi (Master Trainers Workshop)	7 DIETS	13	Faculty members of DIETS. All of these staff Post Graduate degrees and many have PhD's		

विकलांग व्यक्तियों को मिलने वाली सरकारी रियायतें

विकलांग व्यक्तियों को प्रोत्साहन और विभिन्न क्षेत्रों में उनको मदद करने के लिये केन्द्र व दिल्ली सरकार व अन्य राज्य सरकारों ने अनेक योजनायें बनाई हैं।

इन सभी योजनाओं का विवरण इस प्रकार है :-

1. यात्रा

1. रेल द्वारा

- रेल द्वारा सफर करने पर विकलांग व्यक्ति और उसके साथ एक साथी को द्वितीय श्रेणी से लेकर वातानुकूलित श्रेणी तक 50 % तक रेल भाड़ा में छूट मिलती है।
- यह छूट राजधानी और शताब्दी रेलगाड़ियों में लागू नहीं होती है।
- रेलवे स्टेशनों पर विकलांग व्यक्तियों को व्हील चेयर की सुविधा मुफ्त में मिलनी चाहिये।
- रेल द्वारा सफर करने के लिये रेलवे पास जरूरी है जो कि सरकारी अस्पताल के डाक्टर द्वारा प्रमाणित होना चाहिये। इसके लिए अस्पताल के पुनर्वास विभाग के सोशल वर्कर से मिलना होगा।

इस सुविधा का लाभ उठाने के लिये टिकट लेते समय आरक्षण स्थल पर टिकट लेने वाला फार्म भरकर रेलवे पास की एक फोटो कॉपी लगानी पड़ती है जिसके बाद यह आरक्षण होता है और टिकट पर 50 % छूट मिलती है।

2. बस द्वारा

दिल्ली में दिल्ली परिवहन निगम की बसों में विकलांग व्यक्तियों को पास मिलने की सुविधा है। यह सुविधा दिल्ली के अंदर ही चलने वाली बसों तक ही सीमित है।

इसमें विकलांग व्यक्ति को मदद करने वाले के लिये कोई छूट नहीं है तथा दिल्ली से दूसरे राज्यों को जाने वाली बसों के लिये भी छूट की सुविधा नहीं है।

यह पास सिंधिया हाउस से बनता है बच्चे की तस्वीर, बच्चे को खुद और विकलांगता प्रमाण पत्र ले जाना होगा।

2. आयकर

- विकलांग व्यक्ति के माता-पिता यदि आयकर देते हैं तो उसमें 40,000 तक कटौती का प्रावधान है। यह प्रावधान आयकर कानून के सेक्शन 80 डी डी के अंतर्गत है।
- अगर विकलांग व्यक्ति स्वयं आयकर देता है तो आयकर कानून के सेक्शन 80 यू के अंतर्गत छूट का प्रावधान है।

3. शिक्षा

- सरकारी कर्मचारियों के विकलांग बच्चों को छात्रवृत्ति मिलने की सुविधा है।
- विभिन्न प्रकार की विकलांगता के लिये दिल्ली में अलग-अलग सरकारी संस्थायें हैं। ये संस्थायें विकलांगों की शिक्षा का ध्यान रखती हैं।
- एकीकृत शिक्षा के अंतर्गत जो विकलांग बच्चे सरकारी स्कूलों में शिक्षा प्राप्त कर रहे हैं उन्हें किताबें-कापियाँ, यूनिफार्म, आदि के लिये सालाना छात्रवृत्ति मिलती है जो कि रु. प्रति वर्ष है।
- शारीरिक विकलांग छात्र जो कि कक्षा 9 व उससे ऊँची कक्षाओं में पढ़ रहे हैं उन्हें निम्नलिखित छात्रवृत्ति का प्रावधान है।

शिक्षा का प्रकार	प्रतिमाह छात्रवृत्ति (रोज स्कूल जाने वालों के लिए)	प्रतिमाह छात्रवृत्ति (छात्रावास में रहने वालों के लिए)	नेत्रहीनों को प्रतिमाह मिलने वाला रीडर भत्ता
1. कक्षा IX, X, XI, XII	125/—	300/—	150/—
2. बी.ए./बी.एस-सी./बी. कॉम आदि स्नातक शिक्षा	200/—	400/—	200/—
3. डाक्टरी/इंजीनियर/एल.एल.बी./बी.एड. आदि शिक्षा	250/—	500/—	250/—
4. स्नातकोत्तर शिक्षा एम.ए./एम.एस-सी./एम. कॉम/एल.एल.एम. आदि	300/—	500/—	250/—

छात्रवृत्ति प्रक्रिया को पूरा करने के लिए अपेक्षित फॉर्म स्कूल से प्राप्त हो सकते हैं।

केन्द्रीय माध्यमिक शिक्षण बोर्ड द्वारा विकलांग व्यक्तियों नेत्रहीन, सेरेब्रल पाल्सी वाले बच्चों को परीक्षा में एक घंटा अतिरिक्त समय मिलता है।

इन विद्यार्थियों को लिख न पाने की स्थिति में लेखक के मिलने का प्रावधान भी है।

4. विकलांग व्यक्तियों को मदद करने वाले उपकरणों की खरीद में सहायता

केंद्रीय सरकार के कर्मचारी को समस्त खरीद के लिए प्रतिपूर्ति की जाती है। विकलांग व्यक्तियों द्वारा इस्तेमाल किये जाने वाले उपकरण, जो कि उनके पुनर्वास में मदद करते हैं, को खरीदने में सरकार द्वारा मदद मिलती है। वे उपकरण जो 25 रु. से 3600 रु. तक के होते हैं उन्हें इस योजना में शामिल किया गया है।

यह मदद निम्नलिखित प्रकार से है :-

आमदनी	मदद की रकम
1. 1200 रु. तक	उपकरण की संपूर्ण कीमत
2. 1201 रु. से 2500 रु. तक	उपकरण की 50% कीमत

कुछ अन्य संस्थायें भी हैं जो अपने कर्मचारियों को विकलांग बच्चों की मदद करने वाले उपकरणों को खरीदने में मदद करती हैं। ये संस्थायें हैं :-

1. केन्द्रीय रिजर्व पुलिस फोर्स — उपकरण की पूरी कीमत देती है।
2. बॉर्डर सेक्यूरिटी फोर्स — उपकरण की पूरी कीमत देती है।
3. वायु सेना — उपकरण की पूरी कीमत देती है।

कुछ अन्य संस्थायें भी हैं जिन्हें सरकार से मदद मिलती है और ये संस्थायें मदद करने वाले उपकरण मुफ्त में प्रदान करती हैं। ये संस्थायें हैं :-

1. श्री भगवान महावीर विकलांग सहायता समिति
आचार्य सुशील विकलांग केन्द्र
अहिंसा भवन, शंकर रोड
राजेन्द्र नगर मोड़, नई दिल्ली
फोन : 5785133, 3323350
2. विकलांग सहायता केन्द्र
श्री राधा कृष्ण मंदिर के पास
दिलशाद गार्डन, दिल्ली-95
फोन : 2296387

5. सरकारी नौकरी

- सरकारी नौकरियों में विकलांगों को 3% का आरक्षण है। यह आरक्षण पदोन्नति में भी है।
- विकलांग व्यक्तियों को सरकारी नौकरी के लिये देने वाली परीक्षाओं की फीस भी माफ है।
- सरकारी नौकरी करने वाले विकलांग कर्मचारी को अपनी मूल आय का 5% यातायात (घर से दफ्तर और वापस) के लिये मिलता है।
- विकलांग व्यक्तियों के माता-पिता, जो कि सरकारी कर्मचारी है, का तबादला उन्हीं स्थानों पर करने का प्रावधान है जहाँ पर इन बच्चों के लिये सुविधा उपलब्ध है।
- सरकारी कर्मचारी के विकलांग बच्चों को पारिवारिक पेंशन मिलती है।
- केंद्रीय सरकार के कर्मचारी को वरीयता से भूतल का आवास दिया जाता है।

6. दूरभाष

प्रशिक्षित बेरोज़गार विकलांग व्यक्ति को एस.टी.डी., पी.सी.ओ. के आवंटन में प्राथमिकता प्रदान की जाती है।

इसके लिये निम्नलिखित योग्यता का होना जरूरी है।

1. शहरी क्षेत्रों के लिये – कक्षा 10 पास
 2. ग्रामीण क्षेत्रों के लिये – कक्षा 8 पास
- नेत्रहीनों के लिये टेलीफोन के किराये में 50% की छूट है।

7. तेल कम्पनियों द्वारा तेल की डीलरशीप/एजेन्सी

सार्वजनिक क्षेत्र की तेल कम्पनियों द्वारा शारीरिक विकलांग/सरकारी कर्मचारी तथा सरकारी कर्मचारी की विधवा के लिये तेल की डीलरशीप के लिये 7½% का आरक्षण किया है।

8. शारीरिक विकलांग को पेट्रोल 1 डीज़ल में सब्सिडी

जिन शारीरिक विकलांग व्यक्तियों के पास पेट्रोल चालित गाड़ियाँ हैं उन्हें रोड-टैक्स देने की छूट है तथा पेट्रोल/डीज़ल पर सब्सिडी मिलती है।

इस योजना के अंतर्गत व्यय का 50% या अधिकतम 15 लीटर प्रति माह (2 हॉर्स पावर की गाड़ियों के लिये) और 25 लीटर प्रतिमाह (2 हॉर्स पावर से अधिक की गाड़ियों के लिये) इनमें से जो भी कम हो की सब्सिडी प्रदान की जाती है।

जिन विकलांग व्यक्तियों की पारिवारिक आय 2,500/- प्रति माह हो उन्हें ही यह सब्सिडी प्रदान की जाती है।

9. विकलांग व्यक्तियों के लिये अलग वित्तीय निगम

विकलांग व्यक्तियों को अपना काम शुरू करने के लिये ऋण देने के लिये अलग से वित्तीय निगम की स्थापना की गई है।

10. विकलांग व्यक्तियों को छोटी दुकानों का आवंटन

विकलांग व्यक्तियों को छोटी दुकानों का आवंटन किया जाता है। इसके लिये योग्यता है :-

1. विकलांग व्यक्ति की उम्र 18 वर्ष की हो।
2. वह दिल्ली में पिछले पांच वर्ष से रह रहा हो।
3. जिनकी पारिवारिक वार्षिक आय 24,000 रु. से अधिक न हो।
1. इसके लिये विकलांगता के प्रमाणपत्र का होना आवश्यक है (शारीरिक विकलांग 40% से ज्यादा और मंद बुद्धि आई.क्यू. 50-70)
2. इसके लिये रु. 2/- के स्टैम्प पेपर पर एफ़ीडेविट देना कि वह व्यक्ति या उसके परिवार के किसी अन्य व्यक्ति के पास ऐसी कोई दुकान न हो।

यह आवंटन झा द्वारा किया जाता है।

समाज कल्याण विभाग

मि० अली, कल्याण अधिकारी
कैनिंग लेने, कस्तूरबा गांधी मार्ग,
नई दिल्ली - 110001
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SSNI WORKSHOP

A Brief Report

Resource Persons : Rajiv Ashish and Rajneesh
Purpose : To create awareness among the community of
Construction sites in Delhi whose children are a
part of the Mobile Creche .
Outcome : Networking with SSNI.
Venue : Pravah
Date : 24,26,27,28,29 and 30 April
Number of Shows : Two

Background :

A six-day production oriented workshop was fixed with the children and the teachers of mobile creche. The purpose of the workshop was also to equip the children some theatre skills, build up confidence and to evolve a play that they would be performing in various parts of Delhi. In the preliminary discussion it was decided that it may be a good idea to work with the children because as they would be from the same community people would take their message seriously .

With the help of the resource persons from SSNI the real facts and the basic information inputs related to the issue of disability were presented to the participants. In one of the sessions the students were given exposure to problems related to disability and what the disabled persons experience for e.g. the students were made to walk on the unstable board to experience the problem which a disabled person experiences in their daily life. The children were also given exposure to the opaque spectacles to feel the problem of a person who is visually impaired. the various equipment's that the spastic people use in their daily life which has been prepared by the SSNI people During the sessions the personal experiences of the people with disability were also shared which was quite touching .

As part of the training a film was also screened by SSNI on the issue of disability. It was an inspiring story of Rajesh who had acquired a professional degree in computers, despite his relative success he felt that the society was still not responsive to the needs of the people with disability. Most of the buildings in the public places like the railway

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station, bus station do not cater to the need of the spastic and do not provide access were they can easily take their tri-cycle or walk. However inspite of all the problems faced he was still able to face the challenges.

Making the play :

After initial icebreaking and awareness some theatre exercises were conducted with the children. The focus of the play was the importance of education and equally important need for integrating the disabled with the not disabled children.

Story Making :

At the story making stage the young participants and the teachers contributed many ideas. Finally after a lots of discussion the children decided to adapt the story of Phool Kumari which happened to be an already existing tale. It is a tale of a brilliant girl who gets cerebral palsy and how out of ignorance and lack of scientific outlook her mother gets an ojha (an occult man) rather than a qualified doctor. The problems of Phool Kumari keep on multiplying from then on. She is ostracized by the society. Her mother in a fit of anger locks her up in a room leading to her alienation from her friends and relatives

Fortunately for Phool Kumari one of her Aunts visits Phool Kumari place's and on becoming aware of the situation convinces her parents to take her to a hospital where she can be taken proper care of. After which she rejoined the school and finally Phool Kumari smiles again.

Performing the play:

The play was performed at two places. The Nehru Place slums and the Hailey Road Construction sites.

Learning's from the play:

In the small rehearsal area of the office the children appeared a bit off mood in the beginning, but the moment they went in front of the audience they performed very well. It was more than what we had expected and were able to impress the viewers the problem of disability. This was evident in the post play interactive sessions with the audience.

We are really thankful to Ms Shyamla Didi, Ms Rochana Ghosh and the teachers of Mobile Creche for their support without which the entire workshop would not have had the desired result.

STATE COUNCIL ON EDUCATION AND RESEARCH TRAINING - SCERT

DISTRICT INSTITUTION OF EDUCATION AND TRAINING - D.I.E.T.

D.I.E.T. had come into existence as a centrally levels sponsored schemes under the National Policy of Education 1986 and its Programme of Action. The institutes have been established to improve and enrich the academic equipment of elementary school teacher, non formal adult education functionaries and other personnel at the very important but grass root level of education system.

The main functions of the institute, are to provide academic and professional support through teaching cum training, research, resource materials and various enrichment programmes.

The capacity and capability building of the teachers at various stages is an integral part of DIET's activities. The training programmes are undertaken at Pre-service and In-service levels to prepare prospective teachers and to revive the potentiality of the teachers who are already in the service.

DIET is also concerned with the education of those children and adults who have long been neglected in our Society.

Another function of DIET is to play the role of resource centre of the district. Materials in the form of Teacher Guides, textbooks, instructional modules, teaching/learning aids etc. are supplied to the teachers during in-service training programmes and on other occasions. Books and encyclopaedias, periodicals present in the library provide academic support to the pre-service trainers and staff members.

For quality improvement in the field of education, regular feedback through research studies is a felt need. Faculty members of DIET undertake various research projects which include theoretical and applied research surveys, analytical studies, action research etc. The findings from these studies help in bringing modification in policy perspectives as well as quality in the field of school and non-formal education.

Seminars, workshops, lectures, sharing of experiences, discussion sessions are organised and faculty members are deputed to attend various enrichment programmes in other organisations under Faculty Development programme.

PROJECT PROPOSAL FOR COLLABORATION WITH SCERT, (NEW DELHI) GOVERNMENT OF INDIA ON "INCLUSIVE SCHOOLS AND COMMUNITY SUPPORT PROGRAMMES".

Within the framework of the project "Inclusive Schools and Community Support Programmes", Spastics of Northern India (SSNI) has been contracted by UNESCO to undertake the translation and implementation of the UNESCO Teacher Education Resource Pack.

- a) The above project is aimed at benefiting children with the diverse needs in the school going age and primarily those from the marginalised communities. We hope to achieve this through a cascading system of training key resource people within the education system. We have already collaborated with a few NGOs and Kendriya Vidhyalaya Sangathan who are committed to promoting inclusive education.
- b) Objectives of the Project - This is a time bound project ending in June, 2000 and the major objectives are :-
 - Translation and implementation of the pack in Indian setting
 - Enriching the pack with Indian experiences and modifying/revising resource pack based on the feedback from field testing.
 - Conducting awareness raising programmes for Inclusive Education
 - Seeking community support to enhance the spread and quality of Inclusive Education
 - Evolving appropriate strategies for information dissemination of Inclusive Education

c) Proposed Link with SCERT

We believe that the collaboration in the area of Training (Preservice and Inservice), Sensitization/Awareness Building to all the stakeholders, and Dissemination of Information on IE would prove beneficial for project

Through this project we would specifically like to link in the area of Inservice Training.

Preferable Selection of Participants

- * Master Trainers/Core Faculty of DIETS of the Central Delhi District
- * Number of Participants-- 15-20.

These participants are expected to participate in the Trainer's Workshop and later conduct the following activities in their respective schools :-

- Conduct a teacher workshop from selected regular primary schools (at least 3 schools covering 30 teachers)
- Field testing of the resource pack
- Conducting awareness raising activities and dissemination of information obtained through the project.
- Feedback to SSNI regarding post training impact changes in classroom practices and teachers attitudes.
- Feedback regarding modifications in the content of the pack based on experience and monitoring/evaluation.

Long term Objective for Collaboration

As a result of this experience we hope that SCERT will be able to take up the following :

- To include Inclusive Education in Preservice training and be able to use the modified resource pack in its training modules along with other supplementary material.
- Conduct similar teacher training workshops for the rest of DIETS in Central Delhi as well as the other districts in Delhi.
- Influence and impact the existing training programmes and IED Scheme of Ministry to promote IE.

TENTATIVE PROGRAMME

- | | | | |
|---|---|---|---|
| - | Finalising the contract and Programme | - | End May/June beginning |
| - | Trainers Workshop | - | 5-day workshop between 28th June - 2nd August |
| - | Teacher Training Workshop and the follow-up program | - | to be worked out with the participants |

SCHEDULE for the 1 day Orientation**DATE : 23rd June, 1999****VENUE : DIET (DG), Ansari Road**

Time	Topic
9.30 - 10.00	Introduction
10.00 - 10.45	Pre-workshop evaluation
10.45 - 11.30	<ul style="list-style-type: none"> • History and Development of the pack. • Introduction to Inclusive Education
11.30 - 11.45	Tea Break
11.45 - 1.30	Needs & Expectations
1.30 - 2.15	Lunch Break
2.15 - 3.15	Activity Plan

SCHEDULE FOR MASTER TRAINERS WORKSHOPS - DIET FACULTY
28th June - 2nd July, 1999

DAY 1	
9:30 - 10:00 a.m.	Prayer, Introduction to Workshop schedule
10:00 - 11:00 a.m.	Input on Inclusive Education
11:00 - 11:15 a.m.	Tea Break
11:15 - 12:15 a.m.	School Based Enquiry
12:15 - 1:45 p.m.	What schools can do about Special needs
1:45 - 2:15 p.m.	Lunch
2:15 - 3:45 p.m.	Problem solving strategies
3:45 - 4:15 p.m.	Learning Journal
4:15 - 4:30 p.m.	Our corner

DAY 2	
9:30 - 10:00 a.m.	Recap by day officers
10:00 - 11:30 a.m.	Perspectives on disability
11:30 - 11:45 a.m.	Tea Break
11:45 - 1:15 p.m.	Working with parents
1:15 - 1:45 p.m.	Lunch
1:45 - 3:45 p.m.	Panel discussion
3:45 - 4:15 p.m.	Learning journal
4:15 - 4:30 p.m.	Study material

DAY 3	
9:30 - 10:00 a.m.	Recap by Day Officers
10:00 - 12:30 a.m.	Strategies & Curriculum to address diverse needs
12:30 - 12:50 p.m.	Sharing information on reference literature
12:50 - 1:15 a.m.	Guidelines for practice & feedback
1:15 - 1:45 p.m.	Lunch
1:45 - 3:45 p.m.	Preparation by groups for practicals
3:45 - 4:15 p.m.	Learning Journal
4:15 - 4:30 p.m.	Study material

Contd..annexure 4d

DAY 4	
9:30 - 10:00 a.m.	Recap by day officers
10:00 - 11:30 a.m.	Practicals - group 1
11:30 - 12:00 a.m.	Discussion on practicals
12:00 - 1:30 p.m.	Practicals - group 2
1:30 - 2:00 p.m.	Discussion on Practicals - 2
2:00 - 2:30 p.m.	Lunch
2:30 - 4:00 p.m.	Practicals - group.3
4:15 - 4:30 p.m.	Discussion on practical - group.3

DAY 5	
9:30 - 10:00 a.m.	Recap by day officers
10:00 - 11:30 a.m.	Development of strategic plan
11:30 - 11:45 a.m.	Tea Break
11:45 - 1.15 p.m.	Session contd.
1.15 - 1.45 p.m.	Lunch
1:45 - 3:00 p.m.	Process of development of tools for evaluation
2:00 - 2:30 p.m.	Post Workshop evaluation
2:30 - 4:00 p.m.	Distribution of pack
4:15 - 4:30 p.m.	Vote of Thanks

CASE PROFILE OF CHILD

NAME :

DATE OF BIRTH (Age):

GENDER :

ADDRESS :

CLASS :

MOTHER TONGUE :

ATTENDANCE (Avg. per month):

MEDICAL INFORMATION (Could include general health, vision, hearing, other medical ailments etc.)

HOME BACKGROUND :

* Is the family a nuclear or joint family :

FAMILY STRUCTURE

Name	Relationship with the child	Age	Education	Occupation	Income

INFORMATION ABOUT FAMILY SITUATION

STRENGTHS OF FAMILY

NEEDS OF FAMILY

ADDITIONAL INFORMATION ON CHILD

DAILY ROUTINE OF CHILD

PERSONAL HYGIENE

PERSONALITY OF CHILD

BEHAVIOUR OF CHILD

INTERESTS /HOBBIES

EDUCATIONAL LEVEL OF CHILD

Note : (attach 2-3 of the most recent test papers and other samples of child's work)

Language

• ***Hindi***

Reading level

Writing level

Comprehension

Handwriting

Conversational skills

Give a very clear and specific description of difficulties being faced in Hindi Language by the child

• **English**

Reading Level

Writing Level

Comprehension

Handwriting

Conversational skills

Give a very clear and specific description of difficulties being faced in English Language by the child

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2, Balbir Saxena Marg,
Hauz Khas, New Delhi-110016
Tel. No. 6569107, 6966321, 6804114

Maths Level

(attach 2-3 most recent test papers
and other samples of child's work.)

Give a very clear and specific description of difficulties being faced in Maths by the child.

STRENGTHS OF CHILD

NEEDS OF CHILD

GUIDELINES FOR FILLING FORM

Guidelines for information on family situation –

- Quantum of quality time parents are able to give to the child
- Who in the family takes care of the child's needs the most
- Whether the child is living with the parents or not
- Behaviour of the parents towards the child
- Any other emotional or physical needs of the family
- Locality and space inside the house

Guidelines for Personality of child : – (a summary of aspects that would describe a person to be distinguished from behaviour which is observable, tangible and measurable - include personality strengths and weaknesses)

- Takes initiative
- Is very helpful
- Has a high level of emotional maturity
- Is friendly

Guidelines for Behaviour of child : – (This could be the observable and measurable manifestation of what has been described in personality)

- Volunteers to take on responsibility
- Voices clear perception of her own needs to the right people at the right time in a manner of dignity
- shares a lot of her time listening to problems of others
- persists at task

Other Areas : –

- Does the child seem happy and well adjusted in school
- Does the child begin and finish the task without constant supervision
- Does the child have a positive self respect. Can the child submerge in group activities
- Can the child follow instructions given by teacher
- Can the child recite poems

REPORT ON ISSUES THAT CAME UP DURING PROGRAM WITH THE KENDRIYA VIDYALAYAS

ATTITUDES

□ **Belief and practice of the philosophy of inclusion in the organisation**

We found that the staff care for the welfare of the children and have a desire to help them. Comments of many staff reflect the feeling of sympathy that they have for the children from disadvantaged homes (low socio-economic status, low literacy levels etc.) whom the KV's cater to. Accompanied with the above feelings was a sense of frustration which the teachers experienced, as they felt the support from the home was not available for the academic programmes of the children.

There exists an outlook of sympathy and care – It is important that we build in an outlook that cherishes the individuality of children and goes beyond sympathy and care. There is a need to help staff feel privileged and challenged that they have the opportunity to work with children from disadvantaged homes.

Some teachers shared that there are very effective channels of communication with their management (Head Mistresses and Principals) and they are, therefore, able to share their concerns and ideas. Some members of the management also shared that they had a good level of autonomy in their functioning and decision making given by the Sangathan which allowed them to respond effectively to the needs of their students and staff. On the other hand, there were many staff who said that they felt a great need for opportunities or forums where their needs, concerns and ideas could be discussed. If the outcomes of these feed into the policy making process, it may create a situation wherein staff could feel a greater identification and ownership with the changes which are being instituted.

PEDAGOGICAL ISSUES

□ **Teacher Student Ratio**

Any initiative in the field of education which aims to improve the quality of education and make it appropriate to meet the needs of children with special needs, has to have a commitment to provide a good teacher-student ratio (1:25 or 30). The presence or absence of this basic requirement impacts the further changes which are planned and implemented.

In the 2 KV's we worked in, we were informed that in the primary classes the T-S ratio was around 1:35. This is a fairly good situation and if improved further insures that a critical precondition for carrying out a programme for holistic intervention is in place.

□ **Skill of teachers in working with families**

A few teachers shared the successes they had had in getting the cooperation of parents of some students, when they had been facing problems with these students in class. Also, during the course of the project, detailed discussions and analysis of case studies of certain students who have been facing lot of problems and for long periods of time, took place. In a majority of these cases teachers shared that in their perception the major obstacle hampering the child's progress were attitudes of parents, inadequate provision of academic support at home, parents not cooperating with the teachers etc.

These detailed case discussions led us to understand that though staff did make efforts to get parents to cooperate with what they thought would help their wards, they could not experience success and this led to frustration for both parents and teachers. The children of course were worst affected. A critical area therefore, which the organisation could consider focussing on, is to help their staff to understand and appreciate the need and process of developing partnerships with parents and develop their skills in this area.

□ **Skill base of teachers in holistic assessment, programme planning and evaluation methods.**

The above skills, and the systems to support the implementation of these in the classroom, are very critical to making inclusion possible. We observed that written records were kept of academic performance and progress of students in the form of report cards. Other than this the teachers kept a brief mental record of the child's personality, behaviour, brief details about their family etc. The quality and quantity of this data for specific children was dependent on the individual abilities, interest taken by the teacher in the individual child and motivation of the teachers. An exercise to make teachers aware of the possible range of areas , e.g. child's strengths and needs, family's needs and resources, interests and aptitude of child, child's social-emotional level, specific learning difficulties etc was undertaken. Teachers need ongoing training and support in this area.

□ **English as the medium of instruction**

70 – 80% of the students in the schools come from homes where English is not a familiar language. As the text-books and the medium of instruction

being followed is English, this is leading to a large number of children not being able to cope with their work.

We would like to understand why the KV has adopted English as the medium of instruction.

❑ **Classroom strategies**

Teaching practices like “Activity based teaching” serve the aim of making learning more enjoyable and effective, allowing children to learn at their own pace. Such practices help in inclusion. This approach has been introduced in the KVs through inputs from the National Council of Educational Research and Training (NCERT). Teachers have expressed certain problems they are facing while following this approach and they need ongoing support to be able to address these.

POLICIES AND SYSTEMS TO SUPPORT INCLUSION

❑ **Policy of 3% reservation for admission of children with disabilities into Kendriya Vidyalayas**

This is a very positive step for facilitating inclusion of children with disabilities. What is significant is that the children who can avail of this facility need not necessarily be from the target groups which the KVs cater to like Central Government employees etc. All such children living in the vicinity of the school can apply for admission.

❑ **Promotion Policy**

The issue of the automatic promotion policy of KV was brought up by many staff. They felt that this policy prevented them from making children who were not coping with the syllabus, repeat a class. As these children moved to each successive grade, the gaps in their learning increased and by grade IV & V they were in a situation where they could not be helped at all and usually failed in the Gr. V exams. Many serious secondary problems (low self esteem, behaviour problems etc.) also emerged in the children as a consequence of this.

If teachers are skilled in conducting holistic assessments, gauging accurately needs of children, developing individualised plans, implementing these plans, evaluating children’s progress and also have good partnerships with parents, then decisions to make a child repeat a class or go to the next class could be taken, keeping in mind the best interests of the child.

❑ **In-house counselling support and access to external support agencies**

For children with special needs (those having emotional problems due to circumstances at home, children with disabilities, children not coping with class room work etc.) and families, some in-house counselling support is very essential. Also, schools or the Sangathan could develop a referral network of support agencies to meet the needs of students and families.

❑ **System for on-going training and supervision.**

This is a critical variable in a school which enables it to be responsive to the changing needs of its students. During this project, two primary school teachers (one from each KV) participated as master trainers. While fulfilling this role, they felt extremely pressurised because of the demands on their time. The time to perform this function, had to be taken out of their teaching time and this required them to finish their pending work in their personal time which understandably was a source of stress. They were also feeling that when they left, their children's work suffered.

We feel that a system for ongoing support and supervision in every school is necessary. Along with this it important there should be systems for linking the training body, the supervision body and the implementing body (teachers).

❑ **Systems for Evaluation of Students**

What is the flexibility available within the KV for use of alternative evaluation methods to cater to the needs of some children having a special need ?

DEEPALAYA

Started on 16th July, 1979 with 5 children, 2 teachers undertaking a pre-school curriculum, now it is catering to more than 20,000 children, their families and communities undertaking integrated development and involved in other issue based areas.

Deepalaya's focus and entry point is a child, unit of development is the family. Organisation of the community is the approach, through which empowerment, transformation and capacity building are attempted. Hence it is a long term strategy for emancipating the whole community through interventions at 3 levels i.e. child, family and community.

Target Group

- ❑ Children and adults from the slum communities
- ❑ Focus on lower income group
- ❑ Street working children
- ❑ Youth who are not into mainstream formal education
- ❑ Adult education (emphasis on women)

Programme and Curriculum

- ❑ Establishing and running of English Medium Primary and Secondary School
- ❑ Remedial education
- ❑ Non-formal education
- ❑ Linking with open schools
- ❑ Collaboration with Govt. Schools
- ❑ Organising community, parents association
- ❑ Literacy (adult education)
- ❑ Training of Social Entrepreneurs, Volunteers and Teachers

Some of the major projects which they plan to accomplish in the years to come are:

- ❑ Establishing a regular Deepalaya school for education of 2,500 children
- ❑ Rehabilitation of street and working children
- ❑ To train cadres of community functionaries
- ❑ Disability project to cater to 500 children with different disabilities
- ❑ Sponsorship programmes : recruit 5,000 sponsors to sponsor a child each by the year 2000

Types of student difficulties present in the classroom

- ❑ Difference in age level even in one class
- ❑ Difference in level of understanding/grasp
- ❑ Some children need personalised attention
- ❑ Talkative and disruptive students
- ❑ Do not bring the material like copy/pencil etc. Some do not even purchase these.
- ❑ Some remain quiet and do not respond even when know the answers
- ❑ New admissions in the middle of the year
- ❑ Some are stubborn and misbehave
- ❑ Some older students have not learnt the basics also
- ❑ Some do not do the home work
- ❑ Some children are naughty
- ❑ The children have different interests
- ❑ Some children do not seem to be interested in anything
- ❑ Limited space - in one room 2/3 classes are conducted.
- ❑ Some children get distracted easily
- ❑ Many boys use foul language and answer back to the teachers
- ❑ Irregular attendance of older girls and boys due to daily responsibilities at home.
- ❑ Some children are not punctual
- ❑ Some children do not know how to write
- ❑ Frequent drop outs
- ❑ Some children do not do class work also. They just keep sitting
- ❑ Some children are dominating and bossy
- ❑ Some children work only when scolded

Teachers Responses to these difficulties

- ❑ Regular home visits and PTA meetings
- ❑ Individual attention to quiet children
- ❑ Seating of the talkative and quiet children together
- ❑ Using positive reinforcement and sometimes negative also.
- ❑ Dividing the class into groups as per the levels
- ❑ In the NFE and REC set up each child is taught at his/her level.
- ❑ Taking the parents into confidence whenever there is a problem.
- ❑ Continuous dialogue with children and parents
- ❑ Variety of activities in one class.

**REPORT ON PHASE I OF UNESCO TEACHER TRAINING ON INCLUSIVE
EDUCATION BY DEEPALAYA**

I. Dates of workshop
15th and 16th April, 1999

II. Name of Organisation
Deepalaya

III. No. of participants
18 Social Entrepreneurs

IV. Venue
V.P. Singh Colony
Near CCI Cement Factory/Container Centre
Badarpur - Lal Kuan Road
New Delhi

V. Training Team
Mr. Pradeep
Mr. Pant
Ms. Sakshi

VI. Medium of instruction
Hindi

VII. Before the workshop

The master trainers visited the three locations - Manav Kalyan Vihar, Transit Camp and V.P. Singh camp to observe classroom situations and talk to individual Social Entrepreneurs regarding kind of children and the challenges faced by them in the class rooms. Some common needs that emerged included different levels of children in class, dropout rate of children, lack of space, indifference of some parents, lack of teaching material, children causing indiscipline or not responding in class.

VIII. Contents of Programme

Day 1

1) Introduction of participants
Purpose of workshop
Introduction to topic
Rules of workshop

2) View on inclusive education - filling of forms by participants

3) Classroom situation (Unit 1.4) - 3 groups presented role plays on present class room scenario.

Existing challenges with children with special needs, with parents, community and class rooms were discussed.

- 4) Problems were analysed in terms of impossible to solve/can try/possible to solve.
- 5) Training needs were listed as emerged from the above exercise.
- 6) Myself as a learner (Module I). Related it to learning process of children after filling individual forms.

Day II

- 1) Recap of previous day
- 2) Reading material on individual Vs curriculum view (Module 2) and discussion in large group
- 3) Debate on 'Separate class for children with special needs'. The group was
Divided into two for the purpose.
- 4) Sharing of individual experiences regarding teaching children with special needs in their classrooms.
- 5) Attitudes to disabilities - The special Needs Bank (Unit 2.5). Discussion in large group.
- 6) The story of 'Mahua' read out. Discussions on evaluating children etc.
- 7) Role of child - parent - community - teacher in the learning process (Module 4) - Group divided to list roles of the above, and then open discussion.
- 8) Reflections and follow up action.

IX. Pre and post workshop comments of trainees

At the beginning of the workshop, the concerns of the participants included increase in work load, lack of incentives from Deepalaya, lack of special training, opposition from the community regarding inclusive education. At the end of the workshop, majority of the Social Entrepreneurs still felt the concept of inclusive education seems good but is not practical. A few seemed to have opened to the idea of trying to implement it in their classrooms through conscious effort. Only 2-3 Social Entrepreneurs out of the 18 participants seemed convinced about the concept.

X. Comments on the workshop

- The Social Entrepreneurs had to cancel their Balwadi and NFE classes for the two day workshop and reported that the parents were angry about this.
- Initially a few leaders emerged in the group, but by the morning of second day, there was equal participation by all.
- The session using debate as methodology led to interpersonal arguments for some time.
- The methodology included group presentation, individual presentations, filling of forms, reading the material, time for introspection, open discussions, role play, drawing, singing, games etc.
- The session on reading 'Individual vs curriculum view' did not seem interesting to the participants and was thus conducted differently. The language of the material was difficult for them.
- The participants, because their homes were nearby, were distracted frequently, as the bus would leave or children/husband would come etc.
- A few sessions took longer than expected. This was allowed as the discussion seemed very useful.
- A few activities that were planned could not be executed due to limited funds.

XI. Initial impact of the workshop

In the three locations, Manav Kalyan Vihar, Transit Camp and V.P.Singh camp, a few disabled children have been enrolled and are attending NFE/Balwadi classes. The disabilities of the children vary- physical, mental retardation, speech and hearing impairment, cerebral palsy etc. The Social Entrepreneurs are facing a lot of difficulties which would now require continuous analysis, funds and support.

XII. Comments on the pack

The Hindi translation of the training pack seems very difficult. Due to literal translation from English, somehow it loses its meaning. At places, the translation is wrong.

XIII. Emerging problems

Since the implementation of the pack started, the Social Entrepreneurs are facing day to day problems. Some of them are listed below :

- Non cooperation of parents and community at large
- Lack of cooperation from support staff

- Very limited teaching material
- Limitation of Space
- Children with behaviour problems
- Difficulty in handling children with severe disabilities
- Not all staff have been convinced about inclusive education.
- The only focus is education, and to some extent, behaviour modification and communication. Other areas of development remain neglected due to lack of training and time.
- Children with aggressive behaviour become a risk to the safety of other children.
- Focus is on disabled children and not on others with special needs.

EXPECTATIONS FROM THE SOCIAL ENTREPRENEURS:

- ❑ The SE should be able to start thinking on the issue of disability and other children with special needs.
- ❑ In their class of Non-Formal Education and Remedial Education, each SE should be able to give admission to at least one child with special need, including children with **mild** disability.
- ❑ The SE should be able to maintain progress record of the child with special need in her/his class.
- ❑ The SE should be able to integrate the child in not only academic activities, but also in extra-curricular activities.
- ❑ The SE should be able to come up with challenges and training needs as she progresses with her/his work with the child.

Evaluation Tools:

- ❑ Observation of teacher's interaction with the child.
- ❑ Attendance record of the child.
- ❑ Report of the SE regarding her progress and problems. A format for reporting was developed recently. It will be reviewed on a regular basis.
- ❑ Observation of child's progress in terms of his/her motor development, communication, academics, behaviour, attention span etc.
- ❑ Parents' feedback about the child's progress.

DEEPALAYA

CHECK LIST TO BE USED FOR EVALUATING THE IMPACT OF TEACHER TRAINING

Following is the list of few questions:-

- ☐ Is there a change in the terminology the SEs use while addressing children with special needs?
- ☐ Are all the children getting equal opportunity to participate in class activities?
- ☐ Are all the children getting equal opportunity to participate in extra curricular activities?
- ☐ Is the teacher adapting class work plans to include all children in the learning process?
- ☐ Does the teacher encourage peer teaching?
- ☐ Is the teachers introducing innovative methodologies to make learning interesting?
- ☐ Does the teacher make the class room attractive?
- ☐ Does she/he plan in advance about what is to be done in class?
- ☐ Is the teacher giving opportunity for decision making to children?
- ☐ Does the teacher give responsibility to different children?
- ☐ Is the teacher always giving negative feedback or is SHE encouraging?
- ☐ Is the work given to individual students in line with their present level of understanding?
- ☐ Is the teacher aware and sensitive of special needs of some children?
- ☐ Does the teacher take into consideration only academic progress while evaluating a child's progress?
- ☐ Is the teacher having continuous interaction with parents to discuss their child's progress and problems?
- ☐ Does the teacher encourage questioning and creative thinking of students?
- ☐ Are the children scared of the teacher and prefer to remain quiet?
- ☐ Is the teacher in control of the class?
- ☐ Does the teacher encourage self evaluation by students?
- ☐ Is the teacher encouraging enrolment of children with special needs?
- ☐ Is the attendance in the class more or less than 85% usually?
- ☐ Does the teacher respect the feedback from students & their parents?
- ☐ Does the teacher come up with problems and training needs with the management of the organisation?

Deepalaya

FORMAT OF WEEKLY REPORT SUBMITTED BY SOCIAL ENTREPRENEURS

दीपालय

आपके समुदाय में विकलांग बच्चे
साप्ताहिक रिपोर्ट
(शुक्र. / शनि. शाम तक ऑफिस भेज दें)

नाम :

पद :

प्रोजेक्ट :

दिनांक (कब से कब तक) :

कक्षा में बच्चों की हाजिरी

नाम	सोम	मंगल	बुध	वीर	शुक्र	शनि	टिप्पणी

विद्यार्थी का नाम	विद्यार्थी के साथ काम	परिवार के साथ काम	जरूरतें / समस्याएँ	अगले हफ्ते का काम
<p>विकलांगता सम्बन्धित समुदाय में कोई अन्य कार्य या ट्रेनिंग :</p>				
<p>हस्ताक्षर</p>				

ALTERNATIVE METHODS OF TRANSACTING UNITS**Unit 2.6 : Perspectives on Disability**

This opportunity to interact with persons with disability was one of the most powerful sessions and was a part of the two master trainer workshops and also one teacher training workshop.

The variation that we did to it was that we invited a group of individuals rather than one person and the sessions were intended to be in the form of a mutual sharing.

While selecting the invitees we attempted to ensure the following :-

- * Representation of individuals across disabilities i.e. hearing handicap, cerebral palsy, mental handicap etc.
- * Women and men both to be represented.
- * Individuals who could provide comparative information on their experiences with special schools, special sections in regular schools and regular classrooms. We selected persons who had both positive and negative experiences so that participants could get a balanced view.

We had wanted to invite some parents of children with disabilities who had made efforts at integrating their children but this could not be worked out.

Unit 2.7 : Integration in Action

While transacting this unit during a master trainers workshop we added to it. The large group of participants were divided into 3 groups. Two of the groups were asked to read one story each as given in the unit. The third group was asked to develop a case by picking from the real life experience of any one of its' members who had made an effort to integrate a child in his/her classroom and school. The rest of the exercise was done as given in the guidelines.

The feedback that we got from the participants on this variation was that it was a much more demanding activity than simply reading a ready-made story and it needed much more time. However, since it was an experience from among their group members and they had all had an opportunity to question the teacher directly about various aspects of the case, this really helped to increase their identification with the activity and the issues being raised.

Unit 4.7 and 4.8 Parents as Partners

Unit Aim : To help participants to understand the needs of parents.

Activities

1. In a large group introduce yourself as a natural parent of your real child/children e.g. – “I am Suguna. I am the mother of Prakash and Vasudha”.
2. Divide the group into 3 small groups and give one of the following tasks to each of the groups. Each group is given 30-45 minutes.

Group 1 “Recollect the various interactions you have had with the different teachers of your school going child” (They were asked to recollect real experiences). Make a list of the aspects of the interactions you liked most and the aspects that you did not like at all.

Group 2 “Recollect one of the difficult times that your family went through and the negative impact it was having on your child’s’ education. How would you have liked your child’s’ teacher to have interacted with you? What aspects in her behaviour towards your child or yourself would have made you feel comforted and reassured”. Share with the other group members. Make a list of all that the individual members shared.

Group 3 This is a role play situation. The group has to plan for it and perform it.

Plan for a parent-teacher meeting where 2 members of the team are teachers and the others are parents. During the meeting one of the parents is unable to support the genuine demands of the teachers. The other parents have to reflect and share some concrete steps they would undertake to help the particular parent. Make a list of all the suggestions.

3. In a larger group share your findings with the rest. Make a list of all the sharings on the blackboard.

Evaluation issues

1. Do you find that the statements made by parents apply to your school situation as well.
2. How will you make sure that you are developing a partnership with your parents.

UNIT : EXTERNAL SUPPORT AGENCIES

AIM :

To help participants to identify suitable organisations where they can take children with disability for specialised help.

ACTIVITIES :

1. In the large group ask each member to note down a brief description about 1 - 2 children in their classes who have a special need and for whom they feel the need for support, from an external agency.
2. Ask all participants to study the enclosed information on special institutions providing professional help, in the region.
3. In groups of 4 to 5, ask the team to take individual cases which they had made a note of and find appropriate institutions where they can go for help by referring to the list. Course instructors to facilitate the discussions.

EVALUATION ISSUES :

- How can you become more confident in the use of the information on support agencies?
- What further steps do you need to take to ensure that you are able to give better guidance to the children and families who need the above information?

Spastics Society of Northern India
2, Balbir Saxena Marg,
Indraprastha Khas, New Delhi-110016
Tel. No. 6569107, 6966321, 68 0004

DIRECTORY 2000

FOR DELHI & NATIONAL CAPITAL REGION

A Directory of Services for Persons with Special Needs



JAN MADHYAM

148, Zamrudpur, (Near Kailash Colony), New Delhi-110 048
Telefax : 6473525
E-mail : jmadhyam@yahoo.com

ID Akshay Pratishthan

Type For

Address : Sector D, Pocket III, Vasant Kunj, New Delhi-110070

Telephone : 6896143

Fax : 6132565

Contact Person Mrs. Aruna Dalmia

Timing : Office:9:00-17:00, School : 8:30-13:30

Fees : Nil

Social Benefits: Appliances are given for free.

Medium: Hindi

Age Group: 4 plus yrs. to 14 yrs.

Transport : Yes (School Bus) for Rs. 100/month

Capacity : 363, able bodied & Differently abled in equal numbers

No. of Staffs : 60-70

Residential Accomodation Nil

Play Area : Yes

Services Offered Integrated school, medical Services, Community based Rehabilitation, Vocational training, Child guidance centre

Vocational Training Textile, Computer, Carpentry, Stitching, Knitting, Art & Craft, Screen printing, Dress designing, Electrical technicians course, Clay modeling, Book binding, Packaging, Masala grinding, Dari making, Beauticians course, Zardosi, Home management

Specialist Services Physiotherapy, Occupational therapy, Yoga therapy, Reiki

Other Facilities Medical Services, Publications

Memo

Revised:

JAN MADHYAM's Directory

Genetics

Dr. Puloma Shah

c/o Muskan

@ 6468989. Or call Muskan.

Homeopathy

Dr. Anil Singhal

Clinic: 7393 Section B, Pocket 10, Vasant Kunj, New Delhi-110070

6890747

Homeopathy (OPD)

Nehru Homeopathy Medical Collage & Hospital

B-Block, defence Colony, New Delhi-24

Hospital: 4616775, Principal Office: 4623803

9:00-13:00, 14:00-16:00. Sat. ~12:00. Sun. closed.

Multidisciplinary
Services for Child
Development

Comprehensive Child Development Clinic

1/23 Shanti Niketan, New Delhi-110021

@ Dr. P. N. Singh: 4671093, 4679438

Wednesday 10:00-13:00 (By Appointment Only)

Pediatrics

Dr. (Ms) Molly Kakkar

DCWA, Zamrudpur Community Centre, Kailash Colony, New Delhi-48

6427878

Pediatrics

Dr. Hemlata Sehgal

Child Development Clinic, Dr. B. L. Kapur Memorial Hospital, Pusa Road, New Delhi. At VIMHANS too.

4623942

Physiotherapy

Mohinder Hospital (Physiotherapy)

C-5, Green Park Extn. New Delhi-110016

6852880~83, 6512800~3

9:30-12:30, 17:00-20:00

GLOSSARY

NORTH DELHI

1. Ashakiran Home for Mentally Retarded Persons
2. Eclat Academy for Mentally Handicapped
3. Govt. School for Mentally Retarded Children
4. Poorti Learning Center
5. Sahara
6. Society for Child Development
7. Delhi Association of the Deaf
8. Kulachi Manovikas Kendra
9. Savera Special School
10. School for the Handicapped
11. All India Confederation of the Blind
12. Navchetna
13. School for the Handicapped

SOUTH DELHI

1. Aanchal Special School for the mentally Handicapped
2. Chetna
3. Indian Association for Special Education & Rehabilitation
4. Institute for Special Education (by YMCA)
5. Model School for Mentally Deficient Children
6. Muskan Vocational Training & Work Center
7. National Institute for Mentally Handicapped
8. Navjyoti Institute for Mentally Handicapped
9. Okhla Center (Delhi Society for the welfare of Mentally retarded Children)
10. Prerna School
11. Sahan School
12. Samadhan
13. Society for Child Development
14. Swavalamban
15. Action for Autism
16. Educare center
17. Ali yavar Jang Institute for the Hearing Handicapped
18. All India Federation of the Deaf
19. Paavan School for Hearing Impaired
20. Promila Bai Chauhan Mook Badhir Vidyalaya
21. Society for Rehabilitation & Research of the Handicapped
22. Swarsudhar Society
23. Bharat Blind Technical Welfare Society
24. Institution for Blind (Branch)
25. National Association for the Blind
26. ASTHA (Alternative Strategies for the Handicapped)
27. CARENIDIII
28. Delhi Cheshire Home

Unit 3.3 : Changing Practice

The Master Trainers team from Deeplaya had conducted this unit as part of their 'Practice & Feedback' session.

Methodology : The participants were asked to sit in one large circle. All of them were given the reading material to read in 10 minutes. The leader of the training team asked the group to reflect on the questions that he was going to put to the group and the members were asked to note the answers on the paper that they were given. The questions one at a time were the following :

What was the saddest event of my life at 5 yrs, 10-12 yrs, 18 yrs ?

What was the happiest event in my life at 5 yrs, 10-12 yrs, 18 yrs ?

The group was also asked to write on personal habits - 3 positive habits
3 negative habits

This was followed by the group sharing on what they had written and a discussion on the changes that were triggered by these events. The group also deliberated on what factors contributed to the positive or negative impact of these changes. The discussion was concluded with the group being alert to the different aspects that changing practice towards inclusive Education would involve.

The participants felt that personalising a change process was an effective way to understand the positive and negative factors and then apply it to the present situation.

NOTE : There are many different ways in which management consultants design sessions/programmes which focus on the issue of bringing about change and on helping individuals develop skills to facilitate change. A study of these and their possible addition into the pack could add value to the pack.

तोता-कहानी

— रवीन्द्रनाथ ठाकुर

एक तोता था। वह बड़ा मूर्ख था। गाता तो था, पर शास्त्र नहीं पढ़ता था। उछलता था, फुदकता था, उड़ता था, पर यह नहीं जानता था कि कायदा-कानून किसे कहते हैं।

राजा बोले, “ऐसा तोता किस काम का? इससे कोई भी लाभ नहीं, हानि जरूर है। जंगल के फल खा जाता है, जिससे राजा-मण्डी के फल बाजार में टोटा पड़ जाता है।”

मंत्री को बुलाकर कहा, “इस तोते को शिक्षा दो।”



तोते को शिक्षा देने का काम राजा के भानजे को मिला।

पण्डितों की बैठक हुई। विषय था, “उक्त जीव की अविद्या का कारण क्या है?” बड़ा गहरा विचार हुआ।

तय पाया गया : तोता अपना घोंसला साधारण खर-पात से बनाता है। ऐसे आवास में विद्या नहीं आती। इसलिए सबसे पहले तो यह आवश्यक है कि इसके लिए कोई बढ़िया-सा पिंजरा बना दिया जाए।

राज-पण्डितों को दक्षिणा मिली और वे प्रसन्न होकर अपने-अपने घर गये।



सुनार बुलाया गया। वह सोने का पिंजरा तैयार करने में जुट पड़ा। पिंजरा ऐसा अनोखा बना कि उसे देखने के लिए देश-विदेश के लोग टूट पड़े। कोई कहता, “शिक्षा की तो इति हो गयी।” कोई कहता, “शिक्षा न भी हो तो क्या, पिंजरा तो बना। इस तोते का भी क्या नसीब है।”

सुनार को थैलियां भर-भरकर इनाम मिला। वह उसी घड़ी अपने घर की ओर खाना हो गया।

पण्डितजी तोते को विद्या पढ़ाने बैठे। नस लेकर बोले, “यह काम इन थोड़ी-सी पोथियों का नहीं है।”

राजा के भानजे ने सुना। उन्होंने उसी समय पोथी लिखने वालों को बुलवाया। पोथियों की नकल होने लगी। नकलों के और नकलों की नकलों के पहाड़ लग गये। जिसने भी देखा, उसने यही कहा कि, “शाबाश! इतनी विद्या के धरने को जगह भी नहीं रहेगी।”

नकलनवीसों को लट्टू बैलों पर लाद-लादकर इनाम दिये गये। वे अपने-अपने घर की ओर दौड़ पड़े। उनकी दुनिया में तंगी का नाम-निशान भी बाकी न रहा।



दामी पिंजरे की देख-रेख में राजा के भानजे बहुत व्यस्त रहने लगे। इतने व्यस्त कि व्यस्तता की कोई सीमा न रही। मरम्मत के काम भी लगे ही रहते। फिर झाड़-पोंछ और पालिश की धूम भी मची ही रहती थी। जो भी देखता, यही कहता, “उन्नति हो रही है।”

इन कामों पर अनेक-अनेक लोग लगाये गये और उनके कामों की देख-रेख करने पर और भी अनेक-अनेक लोग लगे। सब महीने-महीने मोटे-मोटे वेतन ले-लेकर बड़े-बड़े सन्दूक भरने लगे।

वे और उनके चचेरे-मौसरे भाई-बंद प्रसन्न हुए और बड़े प्रसन्न हुए और बड़े-बड़े कोठों-बालाखानों में मोटे-मोटे गद्दे बिछाकर बैठ गये।



संसार में और-और अभाव तो अनेक हैं, पर निन्दकों की कोई कमी नहीं है। एक दूँढो हजार मिलते हैं। वे बोले, “पिंजरे की तो उन्नति हो रही है, पर तोते की खोज-खबर लेने वाला कोई नहीं है।”

बात राजा के कानों में पड़ी। उन्होंने भानजे को बुलाया और कहा, “क्यों भानजे साहब, यह कैसी बात सुनाई पड़ रही है?”

भानजे ने कहा, “महाराज, अगर सच-सच बात सुनना चाहते हों तो सुनारों को बुलाइये, पण्डितों को बुलाइये, नकलनवीसों को बुलाइये, मरम्मत करने वालों को और मरम्मत की देखभाल करने वालों को बुलाइये। निन्दकों को हलवे-माँड़े में हिस्सा नहीं मिलता, इसीलिए वे ऐसी बातें करते हैं।”

जवाब सुनकर राजा ने पूरे मामले को भली-भांति और साफ़-साफ़ तौर से समझ लिया। भानजे के गले में तत्काल सोने के हार पहनाये गये।



राजा का मन हुआ कि एक बार चलकर अपने आंखों से यह देखें कि शिक्षा कैसे धूमधड़ाके से और कैसी बगदुट तेजी के साथ चल रही है। सो, एक दिन वह अपने मुसाहबों, मुंहलगों, मित्रों और मंत्रियों के साथ आप ही शिक्षा-शाला में आ धमके।

उनके पहुंचते ही इयोढ़ी के पास शंख, घड़ियाल, ढोल, तासे, खुदरक, नगाड़े, तुरहियां, भेरियां, दमामे, कांसे, बांसुरिया,

झाल, करताल, मृदंग, जगझम्प आदि-आदि आप ही आप बज उठे। पण्डित गले फाड़-फाड़कर और चुटिया फड़का-फड़काकर मंत्र-पाठ करने लगे। मिस्त्री, मजदूर, सुनार, नकलनवीस, देख-भाल करने वाले और उन सभी के ममेरे, चचेरे, मौसेरे भाई जय-जयकार करने लगे।

भानजा बोला, "महाराज देख रहे हैं न ?

महाराज ने कहा, "आश्चर्य! शब्द तो कोई कम नहीं हो रहा!"

भानजा बोला, "शब्द ही क्यों, इसके पीछे अर्थ भी कोई कम नहीं!"

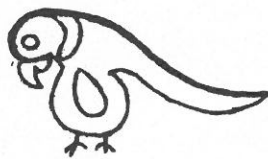
राजा प्रसन्न लौट पड़े। इयोही को पार करके हाथी पर सवार होने ही वाले थे कि पास के झुरमुट में छिपा बैठा निन्दक उठा, "महाराज आपने तोते को देखा भी है ?

राजा चौंके। बोले, "अरे हाँ। यह तो मैं भूल ही गया था! तोते को देखा भी है?"

लौटकर पण्डित से बोले, "मुझे यह देखना है कि तोते को तुम पढ़ाते किस ढंग से हो।"

पढ़ाने का ढंग उन्हें दिखाया गया। देखकर उनकी खुशी का ठिकाना न रहा। पढ़ाने का ढंग तोते की तुलना में इतना बड़ा था कि तोता दिखाई ही नहीं पड़ता था। राजा ने सोचा : अब तोते को देखने की जरूरत ही क्या है? उसे देखे बिना भी काम चल सकता है। राजा ने इतना तो अच्छी तरह समझ लिया कि बंदोबस्त में कहीं कोई भूल-चूक नहीं है। पिंजरे में दाना-पानी तो नहीं था, थी सिर्फ शिक्षा। यानी ढेर की ढेर पोथियों के ढेर के पन्ने फाड़-फाड़कर कलम की नोक से तोते के मुंह में घुसेड़े जाते थे। गाना तो बन्द हो ही गया था, चीखने-चिल्लाने के लिए भी कोई गुंजायश नहीं छोड़ी गयी थी। तोते का मुंह ठसाठस भरकर बिल्कुल बन्द हो गया था। देखने वाले के रोंगटे खड़े हो जाते।

अब दुबारा जब राजा हाथी पर चढ़ने लगे तो उन्होंने कानउमेदू सरदार को ताकीद कर दी कि "निन्दक के कान अच्छी तरह उमेठ देना।"



तोता दिन पर दिन इस भद्र रीति के अनुसार अधमरा होता गया। अभिभावकों ने समझा कि प्रगति काफी आशाजनक हो रही है। फिर भी पक्षी-स्वभाव के एक स्वाभाविक दोष से तोते का पिंड अब भी छूट नहीं पाया था। सुबह होते ही वह उजाले की ओर टुकुर-टुकुर निहारने लगता था और बड़ी ही अन्याय-भरी रीति से अपने डैने फड़फड़ाने लगता था। इतना ही नहीं किसी-किसी दिन तो ऐसा भी देखा गया कि वह अपनी बीमार चोंचों से पिंजरे की सलाखें काटने में जुटा हुआ है।

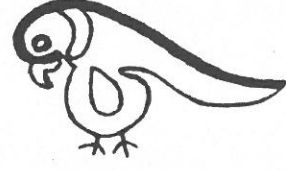
कोतवाल गरजा, "यह कैसी बेअदबी है!"

फौरन लुहार हाजिर हुआ। आग, भाथी और हथौड़ा लेकर। वह धम्माधम्म लोहा पिटाई हुई कि कुछ न पूछिये। लोहे की सांकल तैयार की गयी और तोते के डैने भी काट दिये गये।

राजा के सम्बन्धियों ने हांडी-जैसे मुंह लटकाकर और सिर हिलाकर कहा, "इस राज्य के पक्षी सिर्फ बेवकूफ ही नहीं, नमकहराम भी हैं।"

और तब, पण्डितों ने एक हाथ में कलम और दूसरे हाथ में बरछा ले-लेकर वह कांड रचाया, जिसे शिक्षा कहते हैं।

लुहार की लुहसार बेहद फैल गयी और लुहारिन के अंगों पर सोने के गहने शोभने लगे और कोतवाल की चतुर देखकर राजा ने उसे सिरোपा अता किया।



तोता मर गया। कब मरा, इसका निश्चय कोई भी नहीं कर सकता।

कमबख्त निन्दक ने अफ़वाह फैलायी कि “तोता मर गया।”

राजा ने भानजे को बुलवाया और कहा, “भानजे साहब यह कैसी बात सुनी जा रही है?”

भानजे ने कहा, “महाराज, तोते की शिक्षा पूरी हो गयी है।”

राजा ने पूछा, “अब भी वह उछलता-फुदकता है?”

भानजा बोला, “अजी, राम कहिये।”

“अब भी उड़ता है?”

“ना!, कतई नहीं।”

“अब भी गाता है?”

“नहीं तो!”

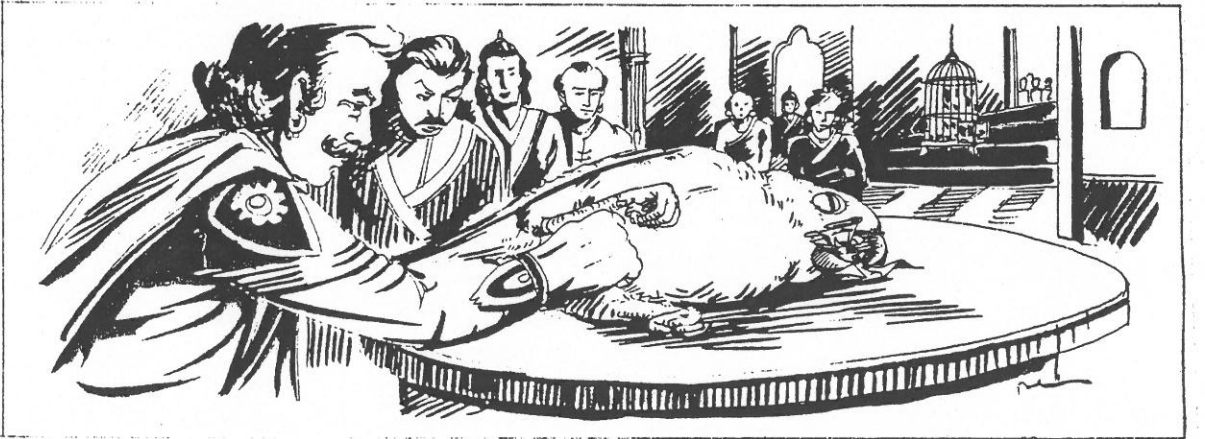
“दाना न मिलने पर अब भी चिल्लाता है?”

“ना!”

राजा ने कहा, “एक बार तोते को लाना तो सही, देखूंगा ज़रा!”

तोता लाया गया। साथ में कोतवाल आये, प्यादे आये, घुड़सवार आये!

राजा ने तोते को चुटकी से दबाया। तोते ने न हां की, न हूं की! हां, उसके पेट में पोथियों के सूखे पत्ते खड़खड़ाने जरूर लगे।



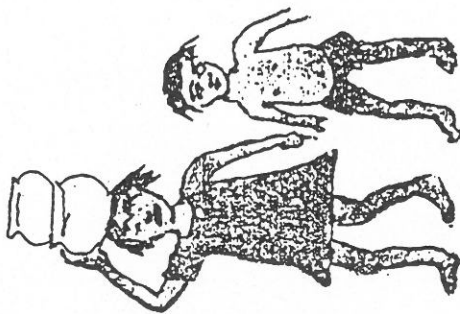
बाहर नव-वसन्त की दक्षिणी तयार में नव-पल्लवों ने अपनी गहरी उसांसों से मुकुलित वन के आकाश को आकुल कर दिया।



- क्या कॉन्वेंट और नवोदय स्कूलों के फैलने से शिक्षा का स्तर सुधर जाएगा ?
- क्या स्कूल को समाज की अन्य व्यवस्थाओं से काट कर देखा जा सकता है ?
- गरीब मेहनतकशों के बच्चे अच्छी शिक्षा कब और कैसे पा सकेंगे ?
- क्या वर्तमान स्कूली शिक्षा कभी सामाजिक बदलाव का साधन बन सकती है ?

बंनतरा : स्कूल !

रूपांतर: विनोद रायना



इंस्टीट्यूट फॉर कल्चरल एक्शन, जेनेवा द्वारा प्रकाशित
यथास्थितिवादी शिक्षा तंत्र की परतें खोलती
बहुचर्चित पुस्तक डेन्जर: स्कूल का भारतीय रूपांतर

प्रजातांत्रिक स्कूल की ओर?

‘शिक्षा व संस्कृति में भागीदारी’ एक मुख्य मांग के रूप में सामने आई: सभी स्कूल जा सकें, यह अधिकार मिलना चाहिए.

मुफ्त एवं आवश्यक पढ़ाई को प्रजातांत्रिक शिक्षा प्रणाली की चाबी माना गया. मजदूरों व कामगारों की यह अपेक्षा बनने लगी कि एक ऐसी ‘स्कूली व्यवस्था’ जो लोक सेवा के रूप में सबके लिए उपलब्ध होगी, उनको समाज में गैर बराबरी के जंजाल से मुक्त करने का साधन बन जाएगी.

आखिरकार यह मांगें यूरोपीय देशों में मान ली गईं. बच्चों की स्कूली शिक्षा की अवधि बढ़ाई गई. स्कूल से बाहर निकलने की आयु फ्रांस में 13 वर्ष और इंग्लैंड में 16 वर्ष कर दी गई. पहले सिर्फ प्राथमिक शिक्षा ही मुफ्त थी, धीरे-धीरे उच्चतर

शिक्षा भी मुफ्त उपलब्ध कराई जाने लगी.

इस तरह एक दोहरी शिक्षा व्यवस्था का खात्मा हो गया. सभी वर्ग के बच्चों की शिक्षा की शुरुआत

अब एक ही तरह के स्कूल से होने लगी. इस स्कूल की पढ़ाई खत्म होने के बाद आगे की शिक्षा के दो रास्ते थे— एक उच्च शिक्षा का और दूसरा तकनीकी शिक्षा का. इन रास्तों पर जाना काबलियत पर आधारित था. सफल बच्चे लंबे रास्ते के हकदार होने लगे (यानी विश्वविद्यालय इत्यादि) और बाकी कुछ नौकरीपेशा शिक्षा के.

इसका मतलब यह हुआ कि चयन, जो पहले जन्म व संपत्ति पर आधारित था, अब स्कूली शिक्षा तय करने लगी. ऐसा लगने लगा कि जैसे अब चयन ज्यादा इंसान से हो रहा हो.

शिक्षा को प्रजातांत्रिक बनाने का लंबा संघर्ष क्या सफल माना जाना चाहिए?

अगर शिक्षा को प्रजातांत्रिक बनाने का मतलब यह है कि हर साल, पिछले साल की तुलना में कुछ अधिक बच्चे स्कूल में दाखिला लेते हैं, या कुछ अधिक डिग्रियां दी जाती हैं; तो हां, किसी हद तक शिक्षा प्रजातांत्रिक हो गई है.

लेकिन अगर शिक्षा को प्रजातांत्रिक बनाने का मतलब यह है कि समाज के हर वर्ग के बच्चों को बराबर का मौका व सुविधा मिले; तो नहीं, अभी संघर्ष सफल नहीं हुआ है.

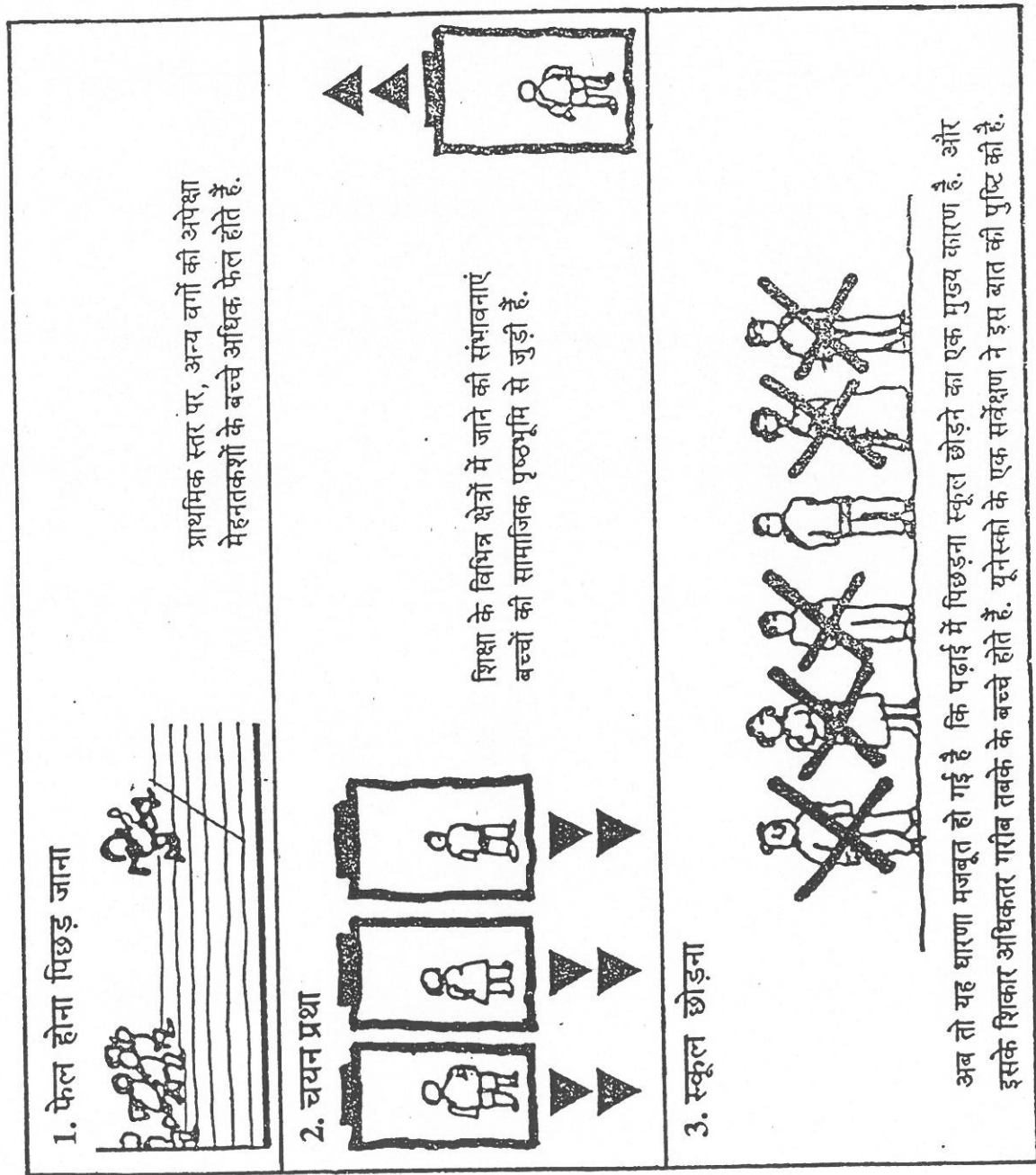
शिक्षा की दौड़

अगर सभी की शुरुआत एक जैसे स्कूल से हो और सबके लिए बराबर सुविधाएं हों, जैसे मुफ्त व आवश्यक शिक्षा, तो सबसे ‘अच्छे’, ‘प्रतिभावान’ व ‘हकदार’ को जरूर सफल होना चाहिए, चाहे वह समाज के किसी भी वर्ग में जन्मा हो.

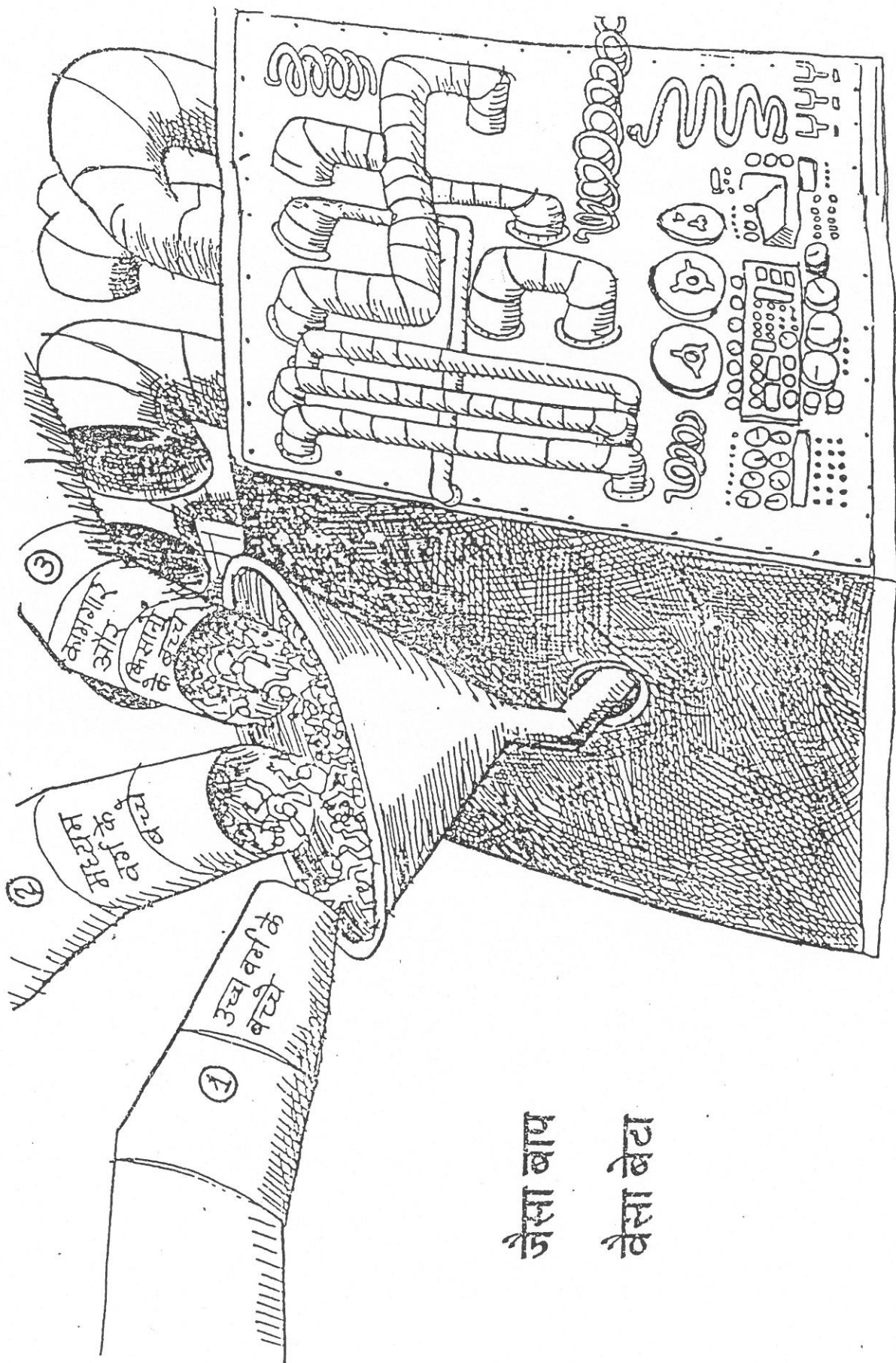


वास्तविकता क्या है?

मेहनतकशों के बच्चों के लिए शिक्षा के कुछ रास्ते खुल तो गए हैं, लेकिन इन बच्चों की सफलता की संभावनाएं अन्य वर्गों के बच्चों से काफी कम हैं.



सामाजिक
गैर-बराबरी
तो वहीं
की वहीं है

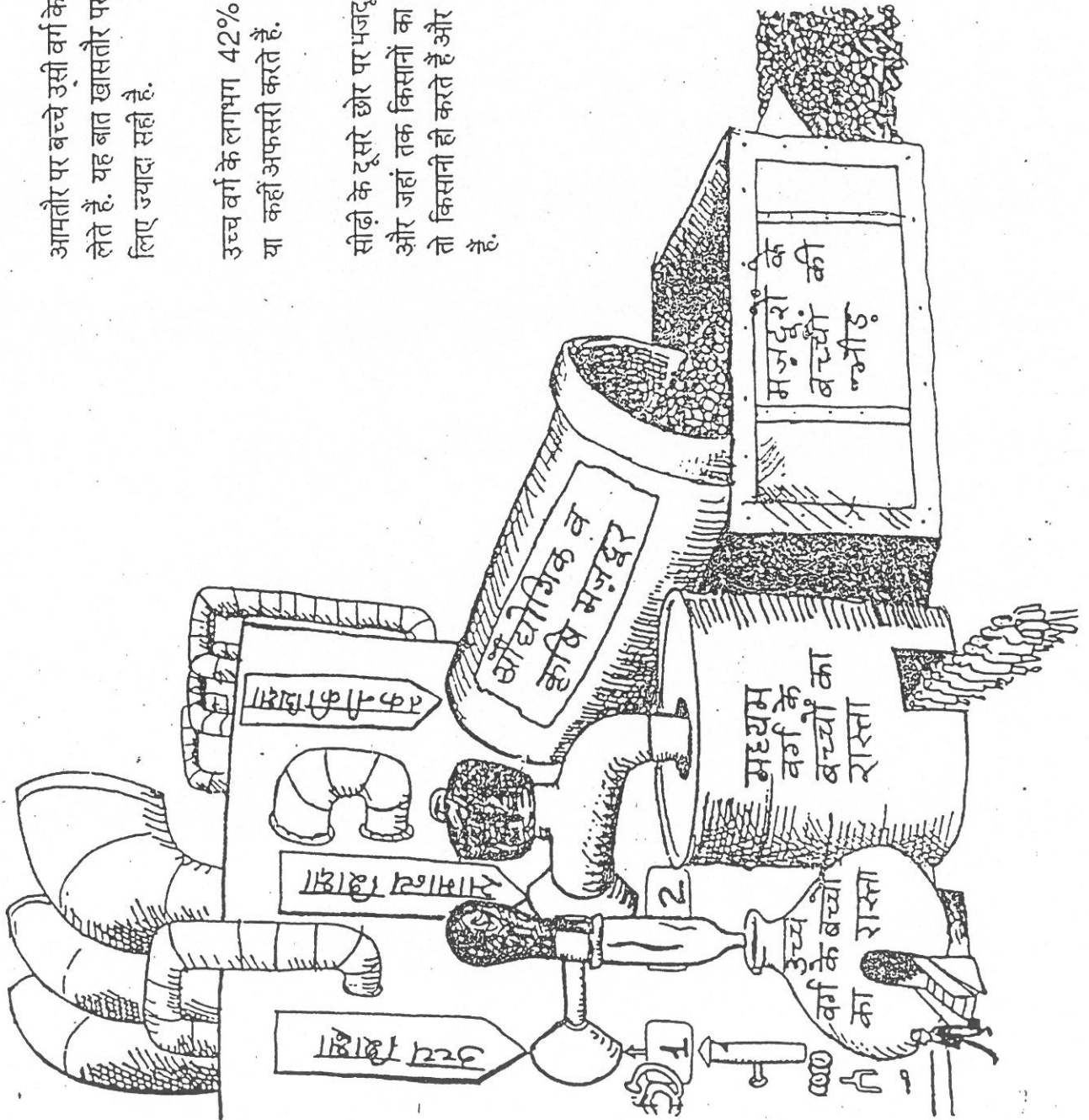


जैसा बाप
वैसा बेटा

आमतौर पर बच्चे उसी वर्ग के व्यवसाय में लग जाते हैं जिसमें वे जन्म लेते हैं। यह बात खासतौर पर समाज के सबसे उच्च व निम्न वर्गों के लिए ज्यादा सही है।

उच्च वर्ग के लगभग 42% बच्चे अपने पिता की तरह ही व्यवसाय या कहीं अफसरी करते हैं।

सीढ़ी के दूसरे छोर पर पजदूरों के 64% बच्चे मजदूरी ही करते हैं। और जहां तक किसानों का सवाल है, इस वर्ग के 39% बच्चे तो किसानी ही करते हैं और 35% बच्चे कारखानों में काम पा जाते हैं।



आमतौर पर स्कूल का कैरियर ही व्यवसाय भी तब कर देता है !

तो क्या ?



1

नहीं भई, इसका साफ-साफ मतलब यह है कि स्कूल चली आ रही स्थिति को बतार रखता है !



3

‘सामान्य है’ से तुम्हारा क्या मतलब ?



व्यारे भाई, तो बच्चे या तो होनहार हैं या नहीं ! उच्च वर्गों के बच्चे अपने माता-पिता की तरह मेढाकी होते हैं। इतनी मी तो बात है ... !

5

इस तरह समाज में आपकी स्थिति स्कूल के परिणाम से ही तब हो जाती है !



2

इससे अधिक प्रजातांत्रिक और क्या हो सकता है !

तुमने खुद ही देखा, मजदूरों के बच्चे मजदूर ही बनते हैं !



4

अधिकतर ... और उच्च वर्ग के बच्चे प्रथम श्रेणियों की नौकरियों में ही जाते हैं ... यह तो सामान्य बात है !

और शायद तुम कहोगे कि मजदूरों के बच्चे बुद्ध होते हैं !



6

हां.. इतना तो कह ही सकते हैं कि अपने माता-पिता की तरह, वे भी ‘बुद्धिमान’ नहीं होते ... !

बुद्धि तो भई बराबर-बराबर
बंटी रहती है नहीं, उसके लिए कोई
कुछ नहीं कर
सकता-न समान
और न स्कूल !



7

नाकाबी के कारण
कहीं और ढूँढने
होगे !



9

कहीं और ?
कहाँ ?

एकाध शिक्षक की तमाम कौशिशों
के बावजूद इस बात को समझना
होगा कि स्कूल व्यवस्था में ऐसा
क्या है कि कुछ बच्चे आगे बढ़ते हैं
और अधिकांश पीछे
रह जाते हैं...



11

यह
जालत है !



8

... स्कूली व्यवस्था के छुपे
हुए चलन में !

'छुपे हुए ?'
क्या मतलब
तुम्हारा !



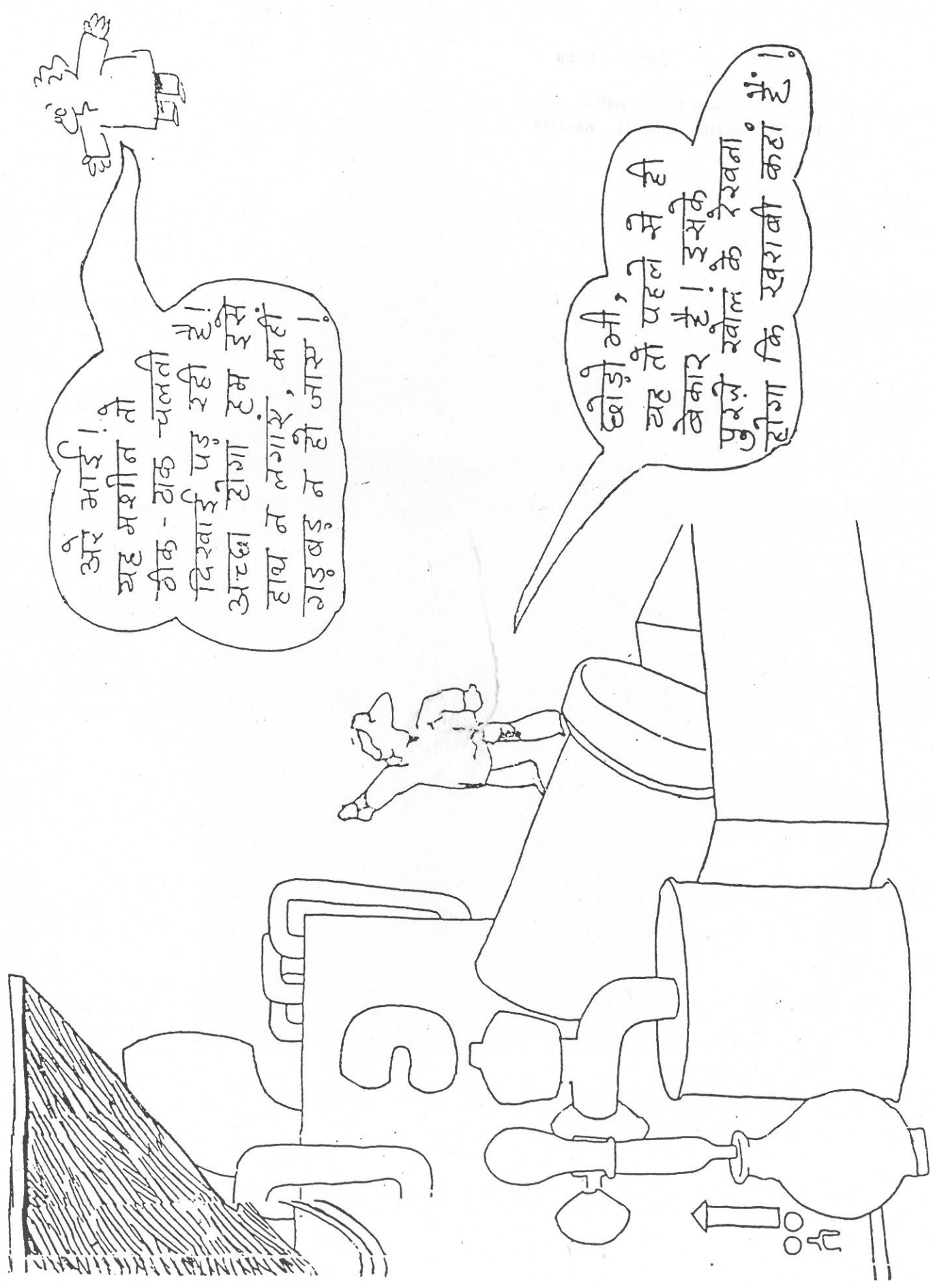
10

शिक्षा की यह मशीनरी कुछ इस
तरह बनी है कि सामान्यतया वह
एक शिक्षक के बेटे को आगे
बढ़ाएगी, लेकिन मजदूर के बच्चे
को रिजेक्ट करेगी !



इसे बात को
सिद्ध करना
पड़ेगा !

12



अरे भाई !
यह मशीन तो
ठीक - ठाक चलती
दिखाई पड़ रही है !
अच्छा होगा हम इसे
हाथ न लगाएं, कहीं
गड़बड़ न हो जाए !

छोड़ी भी, पहले से ही
यह तो पहले से ही
बेकार है ! इसके
पुरजे खोल के देखना
होगा कि खराबी कहाँ है !