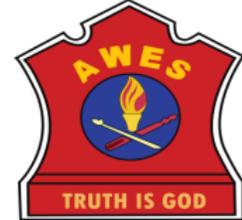




ARMY PUBLIC SCHOOLS FORAY INTO INCLUSIVENESS

An Approach paper by AWES



ABSTRACT

Army Public Schools (APS) embrace diverse learners from multi-socio-cultural and economic backgrounds. Army Welfare Education Society (AWES) embarks upon ambitious mission of bringing much needed “Inclusivity” into the school system for the sake of “Children With Special Needs” (CwSN) in particular and society at large. The Approach Paper draws a perspective on the subject after detailed deliberations and elucidates considered “Way Forward”. Views from readers will only enrich us and add value to our thought process.

ARMY WELFARE EDUCATION SOCIETY

AN OVERVIEW OF THE APPROACH PAPER

The concept of Inclusion in “Inclusive Education”, knowingly or unknowingly has been followed in the Army Public Schools and Teachers have over the years worked in their own ways with Children with Special Needs (CwSN). Schools with their resources have remained cognizant of including such children. However, with the significant findings from research-based evidences, it becomes imperative to understand the meaning of Inclusive Education for its implementation on ground in letter and spirit. It is also known that any change initiated will always be a challenge as it creates a disruption from the norm. Within this element of disruption emerges the concept for AWES and all institutions under its umbrella to study, be informed and implement the “concept of Inclusive Education” in a context relevant manner, exercising judicious choices appropriate for our systems.

This approach paper is a summative expression of the exercises AWES has taken in its interaction with many experts, visits to institutions, study on Inclusive Education, keeping in mind the APS, APPS & ASHA Schools context and the suitable parameters that can be considered for our system. This cumulative understanding which is in continuation, attempts to address the following questions:

Segment 1	Segment 2	Segment 3
Building Knowledge on Inclusive Education	Designing an AWES relevant Inclusive Education Roadmap (Issues, Challenges, Policies & Modalities)	Reforming ASHA Schools
<ul style="list-style-type: none"> • What is Inclusive Education? • What is the historical background of Inclusive Education? • What is India's take on Inclusive Education? • What are the various Acts & Charter on Education? • What are the Basic Imperatives for Inclusive Education? • What is the structure of the model of the Schools of the Army ? 	<ul style="list-style-type: none"> • How is AWES Planning for Inclusive Education Adaptation and why embrace Inclusive Education? • What are the issues & challenges for AWES ? • What are the Key Areas for strengthening in implementing Inclusive Education? • Who are the Key stakeholders in this process? • How do we plan for Capacity Building of Stakeholders? • What Policies does AWES frame or plan to frame? • What School modalities is AWES working on? • What is the Plan of Action AWES decides to take? • What is the way forward? • Summation - Vision , Mission, Objectives, Transfer and transaction in AWES system (APPS to APS) 	<ul style="list-style-type: none"> • ASHA SCHOOLS • Policies and Procedures • Way Forward

We look forward for the collaborative and participative inputs from the readers to truly make it Inclusive to find solutions for a context relevant approach for Integrated Inclusive system of Army Public Schools.

2020-AWES YEAR OF TECHNOLOGY DRIVEN INCLUSIVE AND PRIMARY EDUCATION

INCLUSIVE EDUCATION : AN APPRAISAL AND APPROACH TO ITS STRUCTURED INTRODUCTION INTO AWES SCHOOL SYSTEM

Introduction

1. A “**common learning environment**” which meets “**all the needs**” of “**all the students, without any exceptions**” in “**school life**” is how “**Inclusive Education**” may be defined in most simplistic terms. The objective is to ensure access, equity and equality to all children, with focus on providing facilities for learning, skill development and rehabilitation of **Children with Special Needs (CwSN) as well as Learning Difficulties**. Imperatives of having such an ecosystem have been acknowledged across the globe by all, including the UN, law-makers, Govts, Judiciary and Educationists. The magnitude and seriousness of initiatives taken in this context, particularly with regards to “**differently abled children**”, are evident from a large number of international Charters, Conventions, Statute and Guidelines. These are mentioned in succeeding paragraphs.

Charters, Conventions, Government Regulations, Acts and CBSE Guidelines

2. A number of international regulatory interventions have been undertaken for the cause. Govt of India has promulgated ‘statute’ and issued guidelines to ensure implementation of inclusiveness in education system. The salient ones are as given below: -

- (a) The World Conference on Special Needs Education: Access and Quality – **Salamanca Spain 1994**.
- (b) **UN**: The Convention on the Rights of persons with Disabilities (**UNCPRD**) and its Optional **Protocol 13 Dec 2006** - For Adopting Inclusive Education in Mainstream Schools.
- (c) **Article 45 of Directive Principles of State Policy**: Provision of Free and Compulsory Education for all Children upto 14 Years age (Redefined by the 86th Amendment - Clarifying “all” includes children with disabilities – **28 Nov 2001**).
- (d) **Government of India**: Integrated Education of Disabled Children Scheme (**IDEC**)**1974** – for provision of books, school uniform, transportation, special equipment and aids.
- (e) **Government of India**: The **National Policy on Education 1986** and programme of action 1992 – Need to integrate educable children with special needs with other groups.

- (f) **Rehabilitation Council of India (RCI): RCI Act 1992** – To regulate the Quality of Training of Rehabilitation Professionals (Special Education Teachers).
- (g) **Government of India: Sarva Siksha Abhiyan 2001** (Rechristened **Samagra Siksha Abhiyan** – duly revitalized) aims to look at education of all children including CwSN from Pre – School to class XII.
- (h) **Government of India: MHRD Scheme – Inclusive Education of the Disabled at the Secondary Stage (IEDSS) 2008** – for those CwSN who have completed elementary education.
- (j) **Government of India: The Right of Children for Free and Compulsory Education (RTE Act 2009)** – covers education for CwSN as given in the RPWD Act 2016.
- (k) **Government of India: Rights of Persons with Disabilities Act 2016 (RPWD)** – All Educational Institutions funded or recognised by an appropriate government to provide inclusive education.
- (l) **CBSE: Inclusive Practices in CBSE Schools 2008** – Guidelines for accommodation of students NOT just with disabilities but including those of different languages, cultures, income groups and ways of learning. Also includes concessions to children with special needs.

Historical Perspective

3. **General.** The importance of Right to Life & Liberty, Human Rights and the Right to Live with Dignity has gained momentum over the years. Schools have the onerous responsibility to contribute and realize the goal, as the children are the subject of the education process consisting of academics, co-curricular and sports activities. While normal children go through the process of education as per a charted curriculum, the **CwSN**, especially the girl children tend to get left behind. This generally happens due to parental and societal neglect. Having realised this, the international community in general and governments in particular, have taken on the aspect of education of the under privileged and the disabled. This aspect of integrating the CwSN with the mainstream is now being termed **Inclusive Education**.

4. **Global Awareness. World Conference** on Special Needs, Education, Access and Quality at **Salamanca, Spain (7-10 June 1994)** pledged to jointly move towards fulfilling the needs of special children based on the theme of **'Including Everyone, Celebrating Differences'** and laid down vision of inclusive education as **"Integrated development of CwSN and the normal children through mainstream Schooling."** All the signatories accepted to supporting learning and responding to individual needs with an **objective to create Regular Schools with inclusive orientation, combatting discriminatory attitudes**. Since then, all Western countries particularly **Norway and Sweden**, have **achieved about 70 percent inclusivity**, across the schooling system.

PART- I : NATIONAL PERSPECTIVE AND SCHOOL SYSTEM IN ARMY

Indian Context

5. **Statutory Regulations.** **Constitutional Amendment (26 Nov 1949)** was the first step towards **Right to Equality of Status and of Opportunity.** **Article 41 – Directive Principles of Indian Constitution** support the Right to work, Education and public Assistance in certain cases including disablement and is duly supported through **Article 45-** Provision of Free and Compulsory Education for all children up to 14 years. **86th Constitutional Amendment (Act 2002)** - Education as a Fundamental Right in the age group of 6 – 14 years and **93rd Constitutional Amendment-** Mandatory for provision of Free and Compulsory Education to all children of age group 6-14 years as well as **Rights of Persons With Disabilities Act, 2016 (R.P.W.D.)** - Enacted under Article 253 of the Constitution read with item No. 13 of the Union List provides for **Equal Opportunities to all.**

6. **Implementation Status.** Based on the policies on Inclusive Education, MHRD launched **Samagra Shiksha Programme in 2018-19.** Inclusive Education for CwSN has been one of the major interventions of the erstwhile Sarva Shiksha Abhiyan (SSA), RTE and RMSA schemes. The **CBSE issued various guidelines on Inclusive Education, i.e.; Circular 45 of 29 Oct 2008-** Inclusive Practices in CBSE Schools, **Circular 16 Jun 2009** - Inclusion of Child's Right Issues into the School Curriculum, **Circular 24 Dec 2009-** Children with Special Needs Integration, **Circular 13 Jun 2017-** Employment of Special Educator mandatory in all CBSE Schools. From the year 2018-19, **Samagra Shiksha** lays emphasis on improving quality of education for all students, including CwSN.

7. **Promoting Inclusive Education in the Foundational Years.** **A Reading Series for 'All' - "Barkha"** introduced by the education department is an exemplary initiative, which provides inclusive learning material in the form of a supplementary early reading series. **"Including Children with Autism in Primary Classrooms: Teacher's Handbook"** is yet another purposeful publication on inclusive education.

8. **Basic Imperatives.** The study of the subject suggests following **pre-requisites** for meaningful **implementation of Inclusive Education** in School system: -

- (a) Identification of children with disabilities at the school level and assessment of her/his educational needs.
- (b) Removal of architectural barriers in schools so that CwSN have access to classrooms, labs, libraries, play/recreational area and toilets in the school.
- (c) Provision of teaching learning materials, aids and appliances and assistive devices, to CwSN as per requirement.
- (d) Ensuring appropriate medical facilities, vocational training support, and guidance, counseling & therapeutic services to CwSN.

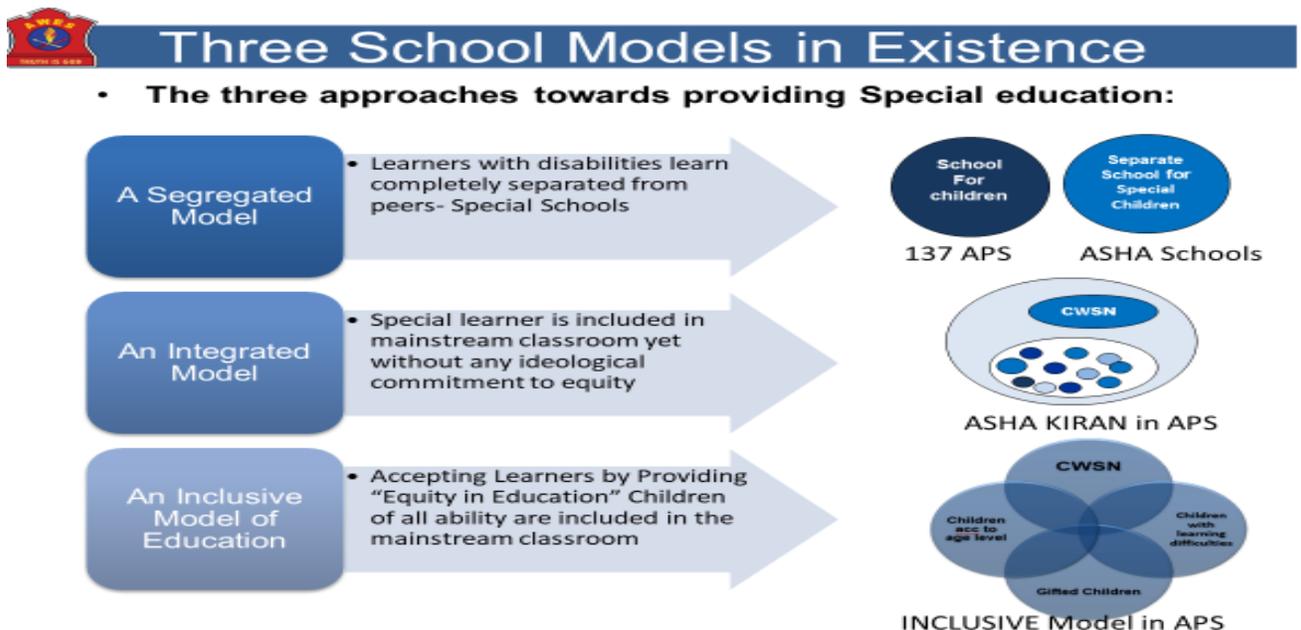
- (e) General school teachers to be sensitized and trained to teach and involve CwSN in the general classroom.
- (f) The Special Educators in school system to be further empowered with specialization and expertise on the subject.
- (g) Capacity-building programmes to be planned and undertaken with focus on faculty and infra resources required for CsWN.

PART II - SCHOOL SYSTEM IN INDIAN ARMY - APS, APPS & ASHA SCHOOLS

Overall Framework (APPS, APS & ASHA Schools)

9. **General.** "Welfare" vertical of Indian Army drives the education mission for children of all ranks through Army Welfare Education Society (AWES). Local Mil Authority (LMA) administers and exercises control over all schools. Having been well seized of the requirement of addressing the predicaments of its rank and file towards their CwSN, **Asha Schools** were established nearly **three decades back**. In keeping with CBSE guidelines and societal norms, a few CwSN were put in mainstream classrooms, with provision for special care. A new initiative called '**Asha Kiran**' has been undertaken in some schools at primary and pre-primary levels, to identify, coach and mainstream moderately infirmed educable (slow learners) children.

10. **Basic Models.** The figure provides an overview of the three models in existence.



11. **Asha Schools.** Indian Army has **37 Asha Schools** PAN India, with strength of approx. 1600 children with 50 percent from civilian background. These Asha Schools have approx **280** Special educators. Majority of Army children are at locations which are collocated with the Command HQ. Command wise distribution of the Schools is Northern (01), Western (10), Central (06), South Western (07), Eastern (03) and Southern (10). Some issues of relevance are as under: -

(a) **Admission, Categorization & Training.** Admissions are generally in the age group of **05 -18 years**, as per MOSJE guidelines. However, physical activities, mental state and violence quotient need to be considered. Admission is also based on application by parents with medical reports and disability certificate. Ideally, toilet trained student or attendant be available. Child is not to be suffering from infectious disease. Generally, groups are formed based on skills, ability level and mental age.

(i) **Pre – Primary.** Skills of feeding, toilet, dressing, bathing, language, social skills and pre academics.

(ii) **Primary Level.** Extension of above group, who generally achieve 80% of skills above.

(iii) **Secondary Level.** Functional Academics, Vocational Skills and basic Social Skills, Time & Money concepts and Survival are taught.

(iv) **Pre-Vocational and Vocational Groups.** Emphasis on Working Skills, Social Competence, Physical Capability and training there upon.

(b) **Training.** The training programme is generally on the lines of Self-help skills, Learning Communication skills and Education / Basic academic training. Activities to improve Manual Dexterity, develop Coordination & Concentration, Physiotherapy, Hydrotherapy and Regulated exercise. Practical crafts training includes Cottage Industry items and Sales person jobs etc.

12. **The Army Pre-Primary Schools (APPs).** These are a chain of Pre-Schools formed for providing quality and cost-effective learning environments to the wards of Army personnel. There are **248 Army Pre-Primary Schools** spread across India, from the remotest to the metros, weaved with a common guideline and curriculum in alignment with the NECCE 2013. The uniqueness of the APPS nestles in the embracing of cultural diversity, accessibility, equality and equity in Pre School learning opportunities through safe and Child friendly Learning spaces. Also, it **manages parental expectations** and learners from diverse backgrounds to a new environment for sustainable learning. The initial efforts of the AWWA regarding the APPS have been to support families to provide their wards: “A Pre School experience”. To meet the aspirations, local formation commanders started running these small schools in re-appropriated buildings as a welfare measure. Till 2005, these schools were being run as regimental schools. However, in 2005 the Army Pre School Education Council (APEC) under the guidance of AWWA was set up to design a sound Early Child Care & Education (ECCE) programme for the toddlers (above 3 years) to ensure holistic development of the child through the play way activity approach and prepare the child for formal schooling. In

consonance with the guidelines stipulated by the APEC, all the pre-schools run by the Army establishments were grouped under the apex body (AWES) in April 2011. These pre-schools were designated as Army Pre-Primary School (APPS). Today, the APPS are a veritable hub of activity functioning in vibrant environment. Army Pre-Primary School curriculum is designed to cater to their comfort zone and development needs. It is now, the collaborative attempt to 'Identify, analyze and address the existing level of APPS' and **to facilitate the improvement towards integration and graduating to inclusive education**. This would follow the under-mentioned process: -

- (a) Initial admission based on parent's application.
- (b) Note any abnormalities noticed by class teachers.
- (c) Reference to Special Educator or Counselor and Parents informed.
- (d) Reference to psychiatrist, if and as required or certification by Government agencies.
- (e) Accommodate in main-stream class room and ensure special attention, if and as required.
- (f) If child not educable, take parents into confidence.

13. **Army Public Schools (APS)**. After independence, a need was felt to give education to the ward of All Ranks as the Army cantonments were located at isolated stations and far flung areas. These schools were grouped under AWES in early 80s. Today **137 APSs** cater for 2.5 Lakh children and 8500 staff. The **magnitude of the inclusivity** in APSs has not been fully mapped but an initial assessment highlights approx **1500 to 2000 children with special needs** are present across 137 Schools. Though mandated to have Special Educators and Psychological Counselors, the system has only **36 qualified and 117 locally trained Special Educators**. **The following process is undertaken in the system: -**

- (a) Initial admission based on parent's application (including with disability certification of educable children from concerned authorities).
- (b) Observation by class teacher in the process of conducting routine schedules for all children.
- (c) Refer to Principal, Counselor / Special Educator, if any abnormality found.
- (d) Abnormality categorized and referred to concerned authorities for confirmation or certification.
- (e) If educable, continued in mainstream class with intervention by special educators and / or counselors.
- (f) Additional or special classes conducted during sports / library periods by relevant teachers.

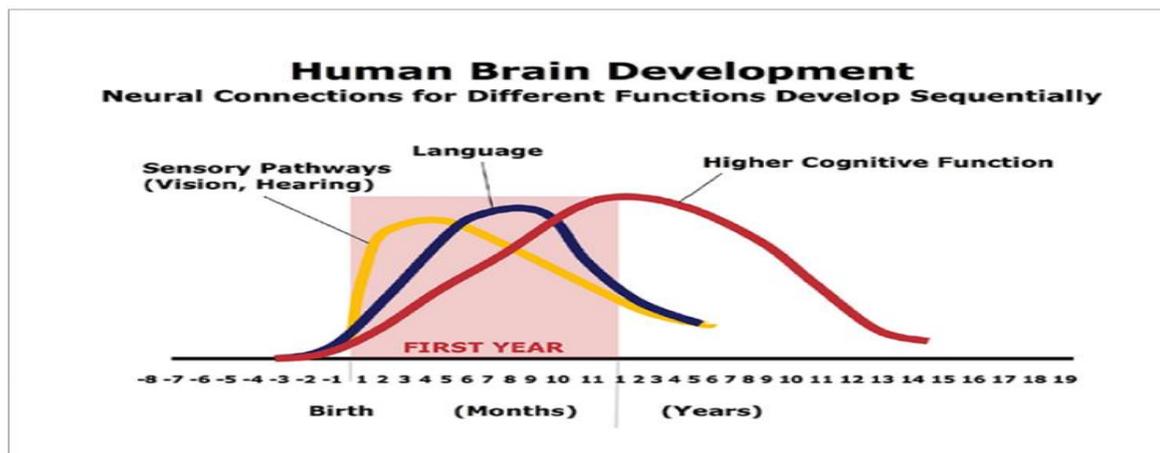
(g) Apply to CBSE, if Board classes are involved and get registered to seek concessions if and when required.

System Appraisal

14. A number of discussions and interactions were carried out with various agencies involved in inclusive education, which include experts dealing with Regulatory Bodies, Subject Matter Experts (SMEs), Principals, Teachers, Special Educators and Psychologists as well as affected persons within and outside the Indian Army ecosystem. The significant issues which emerged are elucidated in succeeding paras (though the process is evolving and not all encompassing).

15. **Early Childhood Intervention & Relevance at APPS & APS Class 1 & 2 Levels.** Parents and Parental Involvement are as crucial in the child's learning curve as is the research-based neuro-science evidences for cognitive development. Research in Neuro-science has shown that the brain development is maximum in the early years of life; more than 1 million neural networks are formed every second, (The Science of Early Childhood Development, Center on the Developing Child, Harvard University). Investments in Early Childhood Interventions have shown improved learning outcomes in children (Karoly et al., 1998).

(The Science of Early Childhood Development, Center on the Developing Child, Harvard University)



In the proliferation and pruning process, simpler neural connections form first, followed by more complex circuits. The timing is genetic, but early experiences determine whether the circuits are strong or weak. Source: C.A. Nelson (2000). Credit: Center on the Developing Child

Since the Research based evidences have shown the importance of Early Interventions, there is a need to have Early Identification procedures in streamline, beginning from Admission forms to parent interaction and school intervention

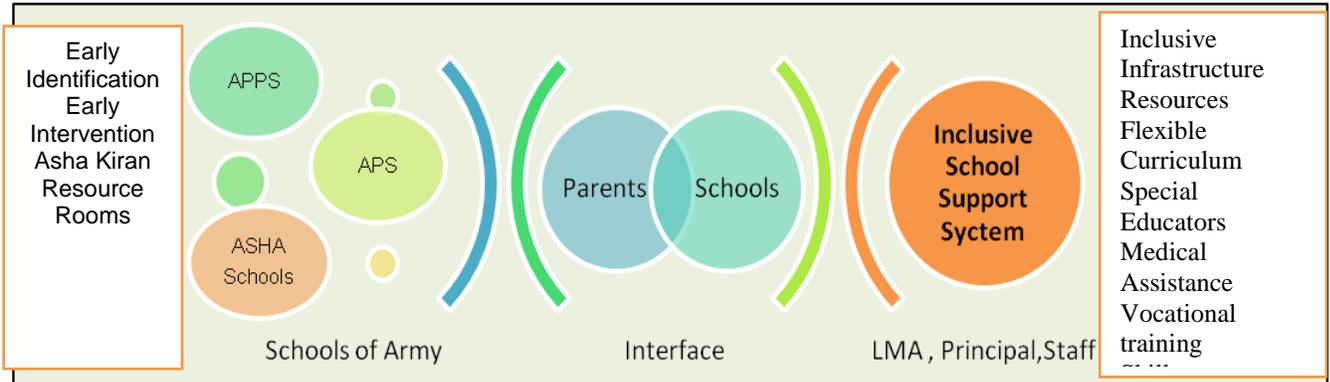
16. **Parental Support and Help Groups.** Indian Army is proud of a close-knit family concept, groomed at the station level, driven by AWWA through various welfare activities ranging from medical, counseling and vocational training. Given the magnitude of problem of

CwSN, Parent Support groups specific to CwSN need to be formed at school, station level and a PAN India vertical drawn through 'A' channels, incorporating AWWA and AWES. Various disabilities have been defined as per **Appendix A**. The following issues are summarised: -

- (a) Early identification and early medical intervention **of the following categories:** -
- (i) **Category 1.** Children with severe, overt disabilities like cerebral Palsy, Autism, MI/ID- Moderate (IQ 40-55), Severe (IQ 25-40) and Profound (IQ<20-25), Down syndrome etc. Since the **system already has Asha Schools** for them, such children can be considered to be mainstreamed for the time being, only if the parents of such children request it. Infrastructural changes can be considered only if such a request is received by a school.
 - (ii) **Category 2.** Early medical intervention of CwSN and identification of type of disability (HI, VI, ID- Mild Educable, certified by psychologist (IQ of 55-70), Autism and LD- (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia).
 - (aa) The educatable children with mild autism, Asperger's, VI, HI and slow learners fall into this category.
 - (ab) Children with specific Learning Disabilities like (Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia). These children need to be part of mainstream school with additional support from a Resource Room like Asha Kiran.
 - (iii) **Category 3.** Early identification of children with Learning Difficulties- system created due to language barrier, frequent transfer, move from rural to urban environment, resulting in a complete change in social environment. Such children need to be taken care of by systematic professional help (not to be confused with tuition classes).
 - (iv) **Category 4.** Early identification of **Gifted Learners.** (Mandate from CBSE and gifted program to include compacted curriculum, self-instructional, advanced text books and accelerated STEAM activities, need to be studied before addressing this category).
- (b) Counselling and chart out schooling and vocational needs of each child.
- (c) Admission to Asha/ APPS/APS based on severity, medical conditions and regular intervention requirements.
- (d) Continuous intervention, especially for transfer cases- automation of data and close coordination of special educators, psychological counsellors, medical and military authorities.
- (e) Disseminate Awareness and information to parents about Rights and Provisions.
- (f) Provision of disability certification.

(g) Awareness drive of all parents about guardianship rights and NT Act especially, parents with CP, Autism, ID and MD children.

(h) Associating with local organizations like PARIVAAR to train parents on self-advocacy.



PART III : AWES INITIATIVES ON INCLUSIVE EDUCATION

Technology Driven Inclusive Education

17. **AWES initiatives and the processes**, involving **Inclusive Education** need further consolidation and re-vitalization **in the Indian Army**. Accordingly, **AWES is initiating the process of sensitizing and further improving the quality of training of Special Educators, Counselors, General Teachers and Principals**. The success of **Inclusive Education** ultimately rests on the motivation, commitment and patience of these personalities and their understanding of practical aspects of handling and **taking the affected children along with the mainstream, which itself is indeed the bigger challenge**. The ultimate aim being, on-boarding all stakeholders i.e., parents, teachers and the management to achieve this noble goal. A framework of the initiative is as shown in the fig.



18. **Objectives of “Schools for ALL”.**

- (a) Early identification and intervention for CwSN, **children with learning difficulties, slow learners and gifted children.**
- (b) Sensitization of Stakeholders and training of teachers.
- (c) **Robust Resource Centre** - Establishment of Resource Rooms, Vocational Education Facility, Therapeutic Services and Counseling etc.
- (d) Infrastructure development to enable access to classrooms, laboratories, libraries, play/recreational area and toilets in the school.
- (e) Provisioning of appropriate teaching-learning material, aids and appliances, assistive device set.
- (f) Access for CwSN **and other categories** to Special Educators **and teachers.**

19. **AWES Thrust.** Based on the **RTE 2009 mandate & CBSE advisory**, a number of initiatives were taken by AWES since Dec2019. A detailed discussion with the **Study Team of HQ Central Command** was undertaken and followed up with **meetings with experts** on the subject. A presentation cum discussion in AG’s Branch (DGDC&W) with Commandant 1 STC, Jabalpur was also undertaken to work-out an **action plan**. Accordingly, a **realistic transition** has been planned, graduating from **Segregated (Asha) to Integrated (Asha Kiran)** and ultimately to **Inclusive. Role of AWWA, LMA and AWES (Appendix B)** has been visualized and is being **streamlined** through discussion with **various stake holders**. The following activities were undertaken during **Jan to Mar 2020: -**

- (a) **A pilot project to outsource FDRS Training of Asha Schools Faculty** was undertaken and **51 Principals and faculty** trained on 5 days capsule. Lessons from these pilot projects have been the basis for full implementation of programme from Apr-May 2020 onwards.
- (b) **All faculty programs** conducted from **Dec 2019 to Mar 2020** had **one day programme on Inclusive education** and **47 Principals & 208 Teachers** of APPS were oriented to the concept.

5 days Inc Edn Capsule		One day Training on Inclusive Education			Total Trained in Inclusive Education Dec- Mar 2020
APS Special Educators-31	ASHA School Teachers-51	APS Pri Teachers-60	APPS Principals-47	APPS Teachers- 208	397

(c) AWES has run **09 courses from Jan 2020 on technology driven inclusive education**, shift in teaching pedagogy (Primary), which also focuses on Faculty empowerment to identify CwSN and take up the challenge of inclusive education.

(d) **Consultative and Collaborative Approach**. AWES has been interacting with Experts from the field and information is being compiled on number of Schools following Inclusive Education in Delhi & NCR. **Amar Jyoti Patparganj, Delhi** is one of the pioneers in the Inclusive domain, and visit and interaction with Dr Uma Tuli has been exceptional in understanding the concept. **Though the Concept is unique to their environment based on 50 percent CwSN and balance children from Economically Weaker Sections, it has a learning value for us.** Efforts to reach out to training agencies involved in Inclusive Education and interactions with more experts is in pipeline, which include the following: -

(i) Prof (Dr) Jayanti Pujari - Professor & Director. Amity Institute of Rehabilitation Sciences.

(ii) Dr Jitendra Nagpal - Senior Consultant Medical Health Moolchand Medcity.

(iii) Dr VS Ravindran Institute of Counsellor Training Research and Consultancy (ICTRC) Project Paradigm - India's Largest School Outreach Initiative 4000+ Schools: 500 Cities: 25 States.

(iv) RCI and IGNOU through AIE.

(e) **Army Institute of Education (AIE)** has been made the Nodal agency towards **driving certification of training** courses on Inclusive education.

(f) **Pilot projects in 16 APSs** being planned in coordination with **BoA**.

(g) AWES asked Schools to fill posts of **Special Educators**.

(h) **AWWA** requested to sensitize parents in conjunction with teachers.

20. **Inclusive Edn Teacher Empowerment Programmes 2020-2021.** A comprehensive training schedule has been evolved for the year, which will be conducted at FDRC. **967 faculty** are expected to be trained during **Jun 2020 to Jun 2021**. The training programme is as given in the **Appendix C** and summarised as under: -

SpL Educ (with B Ed)	SpL Educ (Local)	Counselors	APS Principal	APPS Principal	APPS Teacher	ASHA School Principal	Asha School Special Educ	APS, APPS & Asha School Teacher (NCR)
120	30	120	120	120	240	37	90	90

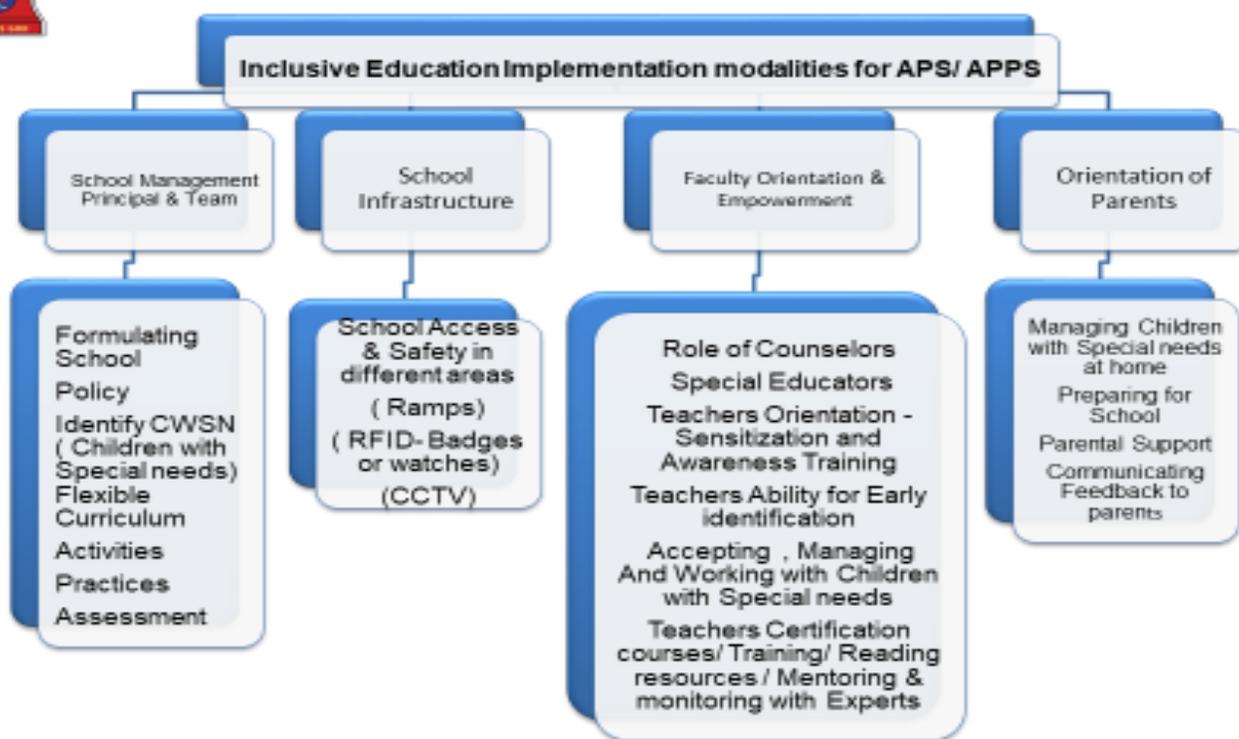
PART- IV : CONCEPT, PLANS AND ROAD-MAP FOR EXECUTION

Concept Design

21. The AWES envisions graduating from Integrated Schools to Inclusive Schools. The year 2020 -21 has been declared as “Year of Technologically Driven Inclusive Education”. It proposes to work on multiple factors from School Management, infrastructural barriers and Teachers Empowerment. A framework of Inclusive Education is given in the figure.



Framework for Inclusive Education Integration :



22. **Vision.** Mainstream all CwSN, **children with Learning Difficulties, Gifted Children, Slow Learners and Underperformers**, into the Army Public Schools eco-system. (Appendix A refers).

23. **Mission.** To transcend from Integrated Schools to Inclusive Schools, with an objective of enabling and educating all children.

24. **Objectives.**

(a) To advocate and promote the relevance and need to transit to Inclusive Schools in the attempt for an Inclusive Society through sensitization and orientation programmes, discussions and interactions.

- (b) To sensitize and prepare Teachers in Inclusive Education for Inclusive Schools through certified trainings by competent authority as Rehabilitation Council of India.
- (c) To frame policies that enable smooth transition from Integrated Schools to Inclusive Schools.
- (d) To work out modalities for School Implementation in factors of Management, Leadership, Faculty empowerment, Curriculum transaction, Orientation of Stake holders.
- (e) To help schools and the environment by providing access to experts on the subject.

25. **Inclusive Education as Mandated by CBSE.** CBSE had made inclusive education mandatory in its affiliated Schools since 2017. It is compulsory for all schools to hire special educators to help the Children with Special Needs (CwSN). AWES on its part asked all schools to comply with said instructions and even included the Special Educator in the structure of schools, spelt out in the Red Book. However, concerted efforts are required to ensure imparting inclusive education to CwSN **and other categories highlighted, to the maximum extent possible.** The system in vogue as well as progression to inclusive education is given in succeeding paras.

26. **Progression from Exclusive to Inclusive.** AWWA initiatives have been supporting the Children with high levels of special needs through Asha Schools. They have also launched project 'Asha Kiran' in APPSs and even in some APSs to identify CwSN **and slow learners.** This is an important initiative as parents in most cases are hesitant to accept that their child needs special assistance. On its part, **AWES** has commenced on its own initiative, an exercise to assess the complete system of Inclusive Education. The exercise is aimed to ensure that APSs comply with the CBSE mandate, hire special educators and impart Inclusive Education in right earnest. The environment does not have many Special Educators to fill the vacancies as mandated by CBSE. Thus, the transition is planned as under:-

(a) **Graduation from Exclusive to Integrated Education Model.** The **Exclusive Education Model** as has been ongoing at Asha Schools has been moved forward to the next level of **Integrated Education Model** wherein, the CwSN with learning disabilities **and difficulties** are put through regular schools. Students reportedly weak in uptake, **including CwSN, slow learners, under achievers, gifted children and other behavioral issues** are put through screening tests by teams of Special Educators and Counselors. They are required to be certified by Psychiatrists and get exemptions and formal support of scribes etc.

(b) **Fully Inclusive Education.** This is the **ultimate and the most desirable condition** for inclusive education. All children with any disability are considered equal and conditions moderated to impart education through various support systems to the special children. As of now, this system has not fully evolved in Indian schools due to various Organisational challenges involved. A pictorial depiction of an Inclusive Class Room is as per **Appendix D.**

27. **Actions.**

- (a) **Identification of Children with Disabilities and Learning Difficulties.** At the school level, assessment of her/his educational needs. **(Role of the Counselor with Parental consent).**
- (b) Provision of aids and appliances, assistive devices, to the children with special needs as per requirement. **(Modalities for Implementation).**
- (c) Removal of architectural barriers in schools so that CWSN have access to classrooms, laboratories, libraries, play/recreational area and toilets in the school. **(Infrastructural Re-design on need based).**
- (d) Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.
- (e) General school teachers will be sensitized and trained to teach and involve children with special needs **and learning difficulties**, in the general classroom. **(Teacher's Empowerment – Need for a sensitization programme).**
- (f) For existing special educators, capacity-building programmes will be undertaken. **(Special Educators Capacity Building).**
- (g) CwSN will have access to support services **through special educators**, establishment of resource rooms, vocational education, therapeutic services and counseling etc. **(Role & Charter of duties for Special Educators).**

Planning : Way Ahead

28. **Formulation of Modalities.**

- (a) **AWES Academic Advisory Committee** for Inclusive Education – Incorporate experts from the field.
- (b) **Develop a two-pronged approach** to sensitize and implement the Inclusive Education Programmes as under: -
- (i) **Conduct Capacity Building Training** for the Special Educators with a certification program from recognized agencies like Rehabilitation Council of India (RCI).
- (aa) One Day for all teachers in a 5-day Workshop.
- (ab) Exclusive Training Program for Special Educators and Counselors for adding competence.

(ac) Exclusive Master Trainers Workshop and Certification Courses (through AIE G' Noida) to fill in the void due to non-availability / inadequacy of Special Educators.

(ii) **Develop School Level Modality for the Implementation and Execution** of an AWES Inclusive Education Programme for all APS and APPS Schools PAN India. **Appendix E gives out the Model of building Inclusive Environment.**

29. **Broad Scheduling.**

(a) **Phase –I.** Prepare general guidelines for ASHA Schools based on data gathered from environment, specialists and regulators by mid-2020.

(b) **Phase –II. Jul 2020 to Jun 2021.**

(i) Training of teachers to identify CwSN **and Learning Difficulties** at APPS & APS primary levels.

(ii) Formal capsule for existing degree holders / semi trained / locally certified Special Educators and existing Counselors.

(iii) Outsource teacher training through RCI approved institutions.

(iv) Develop **need-based** infrastructure at school levels - access control system, ramps, lifts, handrails etc (**the list is not all encompassing**).

(v) Above planned for in academic year 2020-21.

(c) **Phase –III.** Consolidate Process (2021-22) - functional Resource Rooms, Special Educators, monitor implementation, consultative process with experts, organisations and other stakeholders.

30. **Road Map and Responsibilities.** AWES has proposed a 'Road Map' with a focus on technology driven 'Inclusive Education', as well as gigantic shift in teaching pedagogy at the primary level at the backdrop of overall 'Faculty Empowerment' across the system. Identification and filling up the post of Special Educators, Identification of children who can be put through normal schools as per 'Fully Inclusive Sys' and training of educators on the pedagogical needs of specially-abled children are the challenges, which need to be holistically addressed by AWES, LMA and AWWA. The proposed responsibilities along with timelines to complete the same are as given in succeeding paras.

31. **Time Lines.** The following is proposed: -

(a) **Phase I : Apr - Jun 2020.** AWES, supported by AWWA and 'A' Branch at various levels, to compile data with regards to Asha Schools as well as collect feedback from APS environment. **AWES to prepare guidelines** based on the data obtained and in consultations with the specific agencies, create Academic Advisory

Council for Inclusive Education in consultation with domain experts and disseminate the framework and modalities by May 2020.

(b) **Phase II : Jul 2020 - Jun 2021**. This phase to include, teachers training in Inclusive Education (Targeted 2400 teachers), formulation of policy framework, modalities and guidelines for transiting to “Inclusive Schools” and up-gradation of user-friendly infrastructure. AWES will extend all support to implement in following manner: -

- (i) Nearly 1000 teachers to be trained during the year at FDRC. Additional 1400 Principals and Educators to get one day exposure on ‘Inclusive Education’ during workshops at FDRC.
- (ii) Assist LMA in driving identification of CwSN and early intervention including parental support with support from AWWA channel.
- (iii) Conduct extensive teachers outsourced training through tie up with recognized bodies for training & certification (RCI Affiliation).
- (iv) Support LMA’s actions at School level to develop infrastructure for CwSN to include Access Control Systems, RIFD enablement, Ramps, Hand-rails, modification of Toilets, provision of Lifts, where required.

(c) **Phase III : July 2021 – Jun 2022**. This phase will include conduct of School Orientation Programs with fully functional Resource Centre and trained Special Educators. Command wise completion reports will be sought for subsequent corrective / improvement actions, through a consultative process between various agencies and stake-holders. A summary of scope of the consultative activities is as under: -

- (i) Assessment & Evaluation of Schools.
- (ii) Refinement of Modalities and Guidelines.
- (iii) Ongoing Teachers Training in Inclusive Education.
- (iv) Proliferation and Progress of Inclusive Education.

Pilot Project

32. Schools co-located with Asha Schools are in a position to work as hubs of Inclusive Education for Army wards. **Based on various criteria, specially co-location of Asha schools, the following 15 schools have been identified by all Commands to act as Hubs for Inclusive Education during the initial phase: -**

- (a) **Southern Comd (03)** - APS Bangalore, Jodhpur & **Kirkee** (Pune).
- (b) **Eastern Comd (02)** - APS Kolkata & Guwahati.

- (c) **Western Comd (05)** - APS Delhi Cantt, Jalandhar, Chandi mandir, Pathankot & Ferozepur.
- (d) **Central Comd (02)** - APS Jabalpur No 1 and Meerut.
- (e) **Northern Comd (01)** - APS Udhampur.
- (f) **South Western Comd (02)** - APS Mathura & Bhatinda.

33. **HQ Commands, formation commanders as well as the Principals of these schools**, would have to take on the responsibility and make concerted efforts to drive the project. This not only will determine the pace of Inclusivity in the Army but also for the country. Given our PAN India presence and limited national focus on the subject, our Inclusive Education Initiative would act as a benchmark for India. A detailed Layout Plan for a Resource Room to include Design, Full Equipment, VED Analysis and Cost is attached as **Appendix F**. Some of the basic activities to commence at the School and Station level are summarized as under (list is not exhaustive): -

- (a) These APSs be geared up for integrated model of Inclusive Education for marginal cases of CwSN, slow learners and children with learning difficulties.
- (b) Employ Special Educators and Counsellors at these Schools.
- (c) Creation of resource rooms, as per design given at **Appendix F**.
- (d) Train regular staff for identification of students with learning disabilities and managing them in the class room.
- (e) Revisit the Curriculum, introduce subjects which can be taken up by such children.
- (f) Asha Schools to continue functioning as hither-to-fore and utilise some of their facilities and expertise. Ensure educable children whose parents desire mainstreaming of the child, are put through the process.
- (g) Ensure the process does not retard the performance of schools and high performers, without diluting the Concept. Take appropriate measures to guard against creation of blocks for other children by additional infrastructure development initiatives and technology drive.
- (h) Ensure continuous faculty upgradation and retention.
- (j) Create Parental Help Groups within the School and the Station.
- (k) Integrate medical support into the system through local military authorities.
- (l) Training of parents is an essential part of management and education of such children. While School special educators and counsellors would have to take on this

responsibility as well, it would be important if **AWWA**, in consultation with the local authorities takes on the initiative to guide and train parents in the special care and handling techniques to support such special children.

Training

34. **Specialized Training of Teachers and Parents.** The following steps are being undertaken towards awareness drive and training by **AWES**: -

- (a) Identifying Students who need special Education support through establishment of resource rooms in each school including APPSs.
- (b) 117 Special Educators which includes semi-trained / locally certified teachers on the rolls of the Schools need a formal capsule by experts, which is to be undertaken at FDRC.
- (c) Approx 90 Counselors appointed in 137 APS could also be included in FDRC training for up-gradation of their skills, with special focus towards CwSN.
- (d) Provide general awareness about managing children with special needs, through a one-day exposure to all other teachers, who undergo training at FDRC.

35. **Teachers Training in Inclusive Education.** Inclusive Schools require teacher preparedness and readiness to understand and embrace the concept of Inclusive Education. In this regard support from all stakeholders is solicited on the following: -

- (a) AWES mandate for Teachers Training in Inclusive Education in accordance with the Right of Persons with Disability Act 2016 (RPWD 2016) and NCERT In-Service Teachers Training Guidelines.
- (b) RCI certified training for Teachers and Principals of 137 Army Public School, 247 Army Pre-Primary School and 37 Asha Schools from PAN India.
- (c) Arrange access to RCI online repository, digital and print content for teachers for continued learning post training.
- (d) Active interaction with RCI recommended experts in Inclusive Education.

36. **Levels and Categories of Training.** Teachers population targeted to be covered from May 2020 - Jun 2021 is approx 2400. A Five Day Programme (80 hours training capsule) with Pre and Post training Assignments, incorporated with 45 to 50 hours face-to-face training. Further, continuous training through online modalities is also being worked out. Similarly, a **One-day Programme** for all attending training at FDRC would focus on general orientation, policies and programmes. A module of theory and practical, will be planned in each programme for clear understanding of inclusiveness in Schools. The various categories for training will be as under:-

- (a) Training for Special Educators (RCI Registered)

- 5 Days

- (b) Training for Non-Special Educators (Non RCI registered) - 5 Days
- (c) Training for School Counselors - 5 Days
- (d) Orientation and Sensitization training for all teachers and School Principals of APS & APPS - 1 Day

37. **Certified Training- Role for Army Institute of Education (AIE).** Army Institute of Education (AIE) Greater NOIDA is the only organisation of Armed Forces, which is affiliated with the Rehabilitation Council of India (RCI) and is designated to run **B.Ed (Special Educators Course)**. **It is but imperative for AWES to confer a strategic role** for the Institute towards its contribution in creating an inclusive educational ecosystem for CwSN. The format for such a role is under discussion with the following broad contours: -

(a) **Certificate Courses (3/6month) to Empower Special Educators & Counselors of APSs.** Rehabilitation Council of India (RCI) approved **58 operational courses are being offered at different institutions/Universities all over the country.** Being profoundly specialized in nature, all rehabilitation programs (except LD) require establishing disability specific laboratories and an own special school at AIE. Presently, no RCI approved certificate courses are offered either through regular, distance or online mode. In present times, there is an overarching focus on life-long learning. Enrolment in **Massive Open Online Courses (MOOCs)** is an interactive forum of access to collaborative learning through ICT. Some of the online courses available for teachers to refresh concepts in special education include 'Education for All: Disability, Diversity and Inclusion' offered by University of Cape Town; Athabasca University's online Diploma in Inclusive Education; Disability Awareness and Support Online Course by University of Pittsburgh.

(b) **Depute Faculty for Awareness Training at FDRC.** Faculty of Education, AIE will conduct awareness and orientation sessions of one-two days at FDRC Shankar Vihar to empower educators attending the workshops. Inclusive Education is a Foundation Course in B.Ed programme. Besides, AIE can play a catalytic role in providing Guest Faculty (Disability Specialization) for the workshops. AIE will organize Conferences, Seminars, Workshops and Orientation Programmes on Learning Disability at its campus. A Journal on Special Education will be published comprising of action research and best practices adopted by special educators and counselors for CwSN.

(c) **Offer RCI Recognised Online Distance Learning Courses (3/6 months).** AWES seeks a MOU with RCI for the conduct, training and certification of the Teachers Training programme as the Competent Authority on Inclusive Education for supporting AWES in its Vision to graduate to Inclusive Schools and Teachers Preparedness to work with Children with Special Needs (CwSN). AIE will play an enabling role for AWES for academic collaboration with Centre for Disabilities Studies, IGNOU, New Delhi & RCI to introduce online distance learning short term courses. Advanced Certificate Course in Inclusive Education (Cross Disability) of 06 months duration (Pilot Basis) may be requested to RCI to be introduced in AIE Greater NOIDA as per norms RCI Notification dt 20 Apr 2017.

(d) **Extend Consultancy to Designated Agency(s) Responsible for Operation of Asha Schools.** Special Education faculty of AIE shall contribute in all possible ways as facilitators to improve effectiveness in functioning of Asha Schools. **AWES shall constitute a panel** of distinguished academicians, special educators (Disability Specialization in VI, ID, ASD, LD, Speech & HI, Multiple Disability) and AIE faculty as consultants for qualitative improvement of Asha Schools and professional development of special educators.

(e) **Formulation of Standardised Guidelines.** AIE shall assist AWES in the formulation of standardised guidelines for Inclusive Education to include 'Asha Schools' and Project Asha Kiran for identification and management of slow learners.

(f) **Recognition to Short Cadres Conducted at FDRC.** Special Education faculty of AIE shall assist AWES in the curriculum development of short cadre certification programmes on inclusive education which can be conducted at FDRC, HQ AWES and /or AIE for both special educators and general education teachers. AIE, under aegis of AWES will play a supporting role in operationalising MoU between Centre for Disabilities Studies, IGNOU, New Delhi, Amar Jyoti Rehabilitation Centre, New Delhi, Lady Irwin College, University of Delhi, Pt Deen Dayal Upadhyay National Institute for Persons with Physical Disabilities, New Delhi and National Institute for the Empowerment of Persons with Intellectual Disabilities, Secunderabad and other Rehabilitation Centres in Delhi NCR to extend the ambit of Inclusive Education and Special Education training programmes for the teachers.

PART V : STREAMLINING ASHA SCHOOLS WITH OBJECTIVITY

General

38. A lot needs to be done to align our Asha Schools to objectives of "Inclusive Education". The key areas of focus are in the realms of organization to incl monitoring system, processes and procedures, human resources and infrastructure. It is imperative to model all Asha Schools across the country in a uniform template as per the norms laid down by agencies such as RCI, NCERT etc. There is a requirement of bringing-in such degree of objectivity in the system so as to achieve the overall goal of supporting CwSN right from his/her birth to re-birth as an abled youth. Realization of aforementioned is a challenging task. Nevertheless, a framework must exist for positive intervention in each phase of a child's development viz, infant, pre-school, pre-primary and primary.

Standardization OF ASHA Schools

39. **Obligation**. It is a statutory requirement to have RCI registered and regularly trained faculty and fulfill the **social & rights-based approach** to mainstreaming of CwSN. Standardisation within the Armed forces eco system is imperative so as to have uniformity in infrastructure, facilitate common upgrade specially technology infusion, facilitate coordinated approach to vocational and skill development agencies and **effective data management** to support medical management and parental transfer. Approach to Standardisation could be as under: -

(a) **Standardization at Management Level**. All Asha Schools should come under one monitoring committee. The role and charter could have following span: -

- (i) Awareness and sensitization of local military authority as well as rank and file through formulation of guidelines on running of ASHA school by this Committee.
- (ii) Single Point of Contact (SPOC) with Regulatory Bodies and coordinate Technical supervised by experts.
- (iii) Workout broad guidelines about the essential infrastructure and equipment.
- (iv) Yearly audit and annual inspection by team of professionals.
- (v) Coordinate grants from welfare agencies as well as MoSJE.
- (vi) Digitisation of Individual folders for continuity and cater to frequent transfers.
- (vii) Formulate standard Vocational training across the eco system.
- (viii) Coordinate and integrate work of AWWA, AWES, ASHA and Parents Support Groups.

(b) **Standardization at Specialization Level**. Since, Asha Schools come under specialized training, it requires RCI registered professionals, Diploma holders and Graduates. The following technical issues are relevant: -

- (i) Continuous rehabilitation education (CRE) and up gradation of their knowledge by establishing an organization like FDRC.
- (ii) Specific guidelines for assessment, identification, and intervention laid down by National Institutes need to be followed and in tune with UNCRPD and RPWD Act.
- (iii) Need to have standardized remuneration across all Asha schools. Good remuneration would attract qualified professionals at par with APS.

(iv) Standardisation of curriculum.

(v) All Asha schools need to be well equipped with the information of provisions and pensionary benefits given by the government and non-government organisations.

40. **Desired Outcome of standardization.** The following is expected: -

(a) Uniformity of documentation through automation of all records.

(b) Continued intervention and seamless transfer of students from one school to another.

(c) Develop Parental confidence in dealing with the current and future needs of the child.

(d) Visible improvement in the intellectual and interest levels of children and in the standard of education.

(e) Positive environment and image.

Summary

41. The Asha Schools run by the Army are islands of excellence, driven by enthusiasm of the Local Military Authorities, duly supported by AWWA and 'A' Branch for **parent- medical-administrative bonding** as well as funds. This system support is **localized and individual rather than organisation driven**, but has taken care of the needs of our children to a large measure, within the existing aspirations of parents and the child. However, the current state may **not pass the test of legality and rights conferred** on CwSN. The system also suffers from voids in so far as vocational training and follow through post schooling is concerned. Thus, there is an urgent need to **standardize these Schools**.

SUMMARY OF RESPONSIBILITIES AND CONCLUSION

The Way Forward - Summary of Responsibilities and Time Lines

42. **Summary of Responsibilities.** A 'Road Map' with focus on technology driven 'Inclusive Education', with detailed responsibilities is attached as [Appendix G](#). Broad responsibilities as under: -

- (a) **AWES.**
 - (i) Devp Concept Paper and promulgate to the envt. Simultaneously AAC on Inclusive Edn.
 - (ii) Coord and liaison with experts, AWWA and other stake holders.
 - (iii) Based on modalities for capacity bldg, prepare a schedule of course and curriculum for spl educators and teachers trg. Wk towards certification.
 - (iv) Draw action plan for all stake holders for 2020-2022.
 - (v) Formulate guidelines for standardization of Asha Schools.
 - (vi) Conceptualize pilot proj at 15 locs. Help Comds to drive pilot proj at 15 locs identified incl reqmt of funds and infrastructure reqmts.
 - (vii) Coord visit of experts on grnd.
- (b) **Comds - LMAs, Schools and AWWA.**
 - (i) **Identification and filling post of Special Educators by the LMAs and Schools.**
 - (ii) **Identification of children** who can be put through normal schools as per 'Fully Inclusive Sys'.
 - (iii) Address trg of educators on pedagogical needs of CwSN are challenges, to be by **LMA and AWWA.**
 - (iv) Drive pilot proj at iden locs.
 - (v) Fill vacancies of Spl educators and counsellors in all APSs as mandated by the CBSE.
 - (vi) Ensure full utilisation of wksps at FDRC.
 - (vii) Devp infrastructure which is standardized and CwSN friendly.

- (viii) Execute curriculum and monitor. Fwd issues and intervention reqmts of experts.
- (ix) Drive parental participation and motivate to try inclusive edn.
- (x) Coord med intervention and sp to schools.
- (xi) Collaborate with all agencies, incl driving automation and tfr of CwSN.

43. **Formulation of Detailed Modalities (AWES).** AAC for Inclusive Edn incorporating experts from the field. **Develop a two-pronged approach** to sensitize and implement the Inclusive Education Program as under: -

(a) **Conduct Capacity Building Training** for the Special Educators with an certification program from recognized agencies e.g. RCI to incl **One Day for all, attending cadres in FDRC; 05 days program** for already qualified Special Educators & Counselors as well as for teachers **desirous of undergoing spl educators 05 day workshop. Master Trainers Workshop and Certification Courses** (through AIE G' Noida).

(b) **Develop School Level Modality for the Implementation and Execution** of an AWES Inclusive Education Program for all APS and APPS Schools PAN India.

44. **Road Map and Responsibilities.** A 'Road Map' with focus on technology driven 'Inclusive Education'.

(a) Identification and filling post of Special Educators- LMAs and Schools.

(b) **Identification of children** who can be put through normal schools as per 'Fully Inclusive Sys' and training of educators on pedagogical needs of CwSN are challenges, to be addressed by **LMA and AWWA.**

45. **Time Lines.** The following is proposed: -

(a) **Phase I : Apr - Jun 2020.** AWES, supported by AWWA and 'A' Branch at various levels, to **compile data with regards to Asha Schools and on Inclusive edn. AWES to prepare guidelines,** create **AAC** for Inclusive Education and disseminate the framework and modalities by **May 2020.**

(b) **Phase II : Jul 2020 - Jun 2021.** To include, teachers trg in Inclusive Education (Tgt 2400 teachers), formulation of policy framework, modalities and guidelines for transiting to "Inclusive Schools" and up-gradation of user-friendly infrastructure. AWES will extend all support to implement in following manner: -

- (i) Nearly 1000 teachers to be trained at FDRC. Additional 1400 Principals and Educators to get one day exposure on 'Inclusive Education' during workshops at FDRC.

(ii) Assist LMA in driving identification of CwSN and early intervention including parental support with support from AWWA channel.

(iii) Conduct extensive teachers outsourced training through tie up with recognized bodies for training & certification (RCI Affiliation).

(iv) Support LMA's actions at School level to develop infrastructure for CwSN to incl Access Control Systems, RIFD enablement, Ramps, Hand-rails, modification of Toilets, provision of Lifts, besides **medical and education content requirements**.

(c) **Phase III : July 2021 – Jun 2022.** To include conduct of School Orientation Programs with fully functional Resource Centre and trained Special Educators. **Command wise completion reports** will be sought for subsequent corrective / improvement actions, through a consultative process between various agencies and stake-holders. A summary of scope of the consultative activities is as under: -

- (i) Assessment & Evaluation of Schools.
- (ii) Refinement of Modalities and Guidelines.
- (iii) Ongoing Teachers Training in Inclusive Education.
- (iv) Proliferation and Progress of Inclusive Education.

46. **Pilot Project.** The Schools co-located with Asha Schools, could be in a position to work as hubs of Inclusive Education. The **Comds have identified 15 locations as Hubs for Inclusive Education**, where the Pilot project would be undertaken. The **Commands and LMA in general and the Principals in particular**, have an onerous responsibility to drive the Inclusive Education through collaborative approach. These efforts will not only determine the pace and depth of Inclusivity in our Army eco system but given our PAN India spread, can set the pace for Inclusivity in the Indian Society. The following APSs have been **nominated by respective Commands** for the Pilot Project to be run **during 2020-21**: -

- (a) **Southern Comd (03)** - APS Bangalore, Jodhpur & **Kirkee**.
- (b) **Eastern Comd (02)** - APS Kolkata & Guwahati.
- (c) **Western Comd (05)** - APS Delhi Cantt, Jalandhar, Chand mandir, Pathankot & Ferozepur.
- (d) **Central Comd (02)** - APS **Meerut & Jabalpur No 1**.
- (e) **Northern Comd (01)** - APS Udhampur.
- (f) **South Western Comd (02)** - APS Mathura & **Bhatinda**.

Conclusion

47. Collaborative approach would entail proactive synergetic collaboration of thoughts and action between all stakeholders, viz, **AWES, AWWA, AIE, APSs, APPSs and Asha Schools**. It is reiterated that an MoU between AWES and AWWA will evolve a shared vision and mission to leverage holistic and all-inclusive education for our children at APSs, APPSs and Asha Schools. For a head-start, twin initiatives **firstly**, collation of data from all APSs, APPSs and Asha Schools for 'need assessment' with regards to training and continued professional development of the teachers, counselors and special educators and **secondly**, a purposeful meeting of representatives of all stakeholders to hammer-out the action plan for training are imperative.

48. Inclusive Education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions and support that enable them to meet success in the core curriculum.

49. Inclusive Education Success will depend on a collaborative & participative endeavor from all. Given our PAN India presence and limited national focus on the subject, our Inclusive Education Initiative would act as a benchmark for India. The **impact of the Pilot Study, will not only determine the pace of Inclusivity in the Army but will also have wider ramification on its application in the entire country.**

INDEX OF APPENDICES

SNo	Title	Appendix	
1	Identifying 21 disabilities as in RPWD ACT 2016	Appendix A (Para 16, 22 refers)	<ul style="list-style-type: none"> Identifying Disabilities , para 16,22 Addressing Children with Needs for Support & Intervention para 16,22 Defining Disabilities para 16
2	Stakeholders role & Environment	Appendix B (Para 19 refers)	<ul style="list-style-type: none"> Role of Stake Holders para 19 Building Inclusive Environment para 19
3	Teachers Empowerment	Appendix C (Para 20 refers)	<ul style="list-style-type: none"> Inclusive Education – Teacher Empowerment Pgme 2020-21 refer para 20
4	Integrating to Inclusive Classrooms	Appendix D {Para 26 (b) refers}	<ul style="list-style-type: none"> Pictorial Inclusive Classroom , refer para 26 (b)
5	AWES Road Map	Appendix E {Para 28 (b) (ii) refers}	<ul style="list-style-type: none"> Way Forward building Inclusive Environment refer para 28 b (ii) refers
6	Resource Room Related to Inclusive Education	Appendix F (Para 33 refers)	<ul style="list-style-type: none"> Resource Room Design & Layout 1 & 2 Common suggestive list of Equipment for all disabilities VED Analysis of Equipment Items for Specific Disabilities Approx Cost of Resource Room Approx Cost of Room : Essentials & Desirables
7	AWES Plan of Action	Appendix G (Para 42 refers)	<ul style="list-style-type: none"> AWES POA for Inclusive Education para 42
8	Visit	Appendix H (Para 19 (d) refers)	<ul style="list-style-type: none"> Environmental Scan – Visit to Amar Jyoti

Appendix A

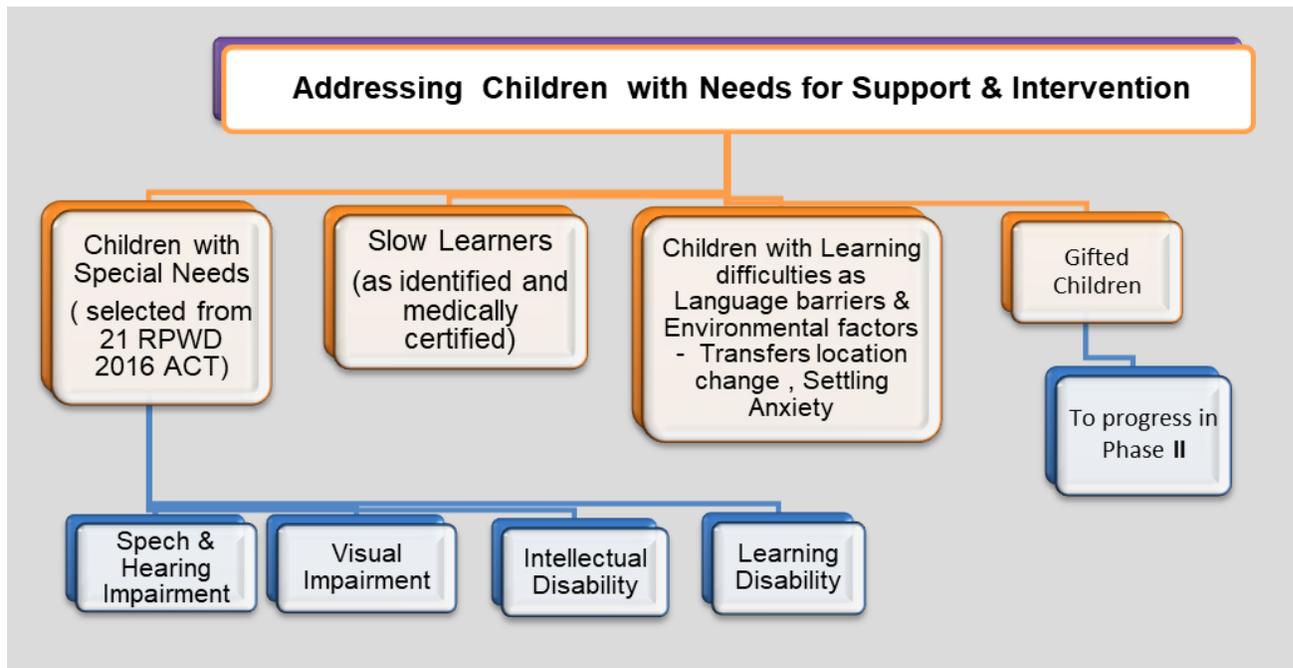
(Refers to **Para 16 & 22** of the Concept Paper on Inclusive Education)

DISABILITIES IDENTIFIED

1. **Aim of Resource Room.** To provide Support interventions to CwSN, LD, Learning Difficulties (Slow Learners, Under Achievers and Gifted Children).
2. Provide Facilities, Learning Materials & Assistive devices for a Special Education Programme for CwSN, Learning Disabilities & Difficulties in learning.
3. A large room with multiple facilities for single/ multiple disabilities. Proposed room size is one room of 20 ft x10 ft or two rooms. (**figures 1 & 2**)
4. RPWD Act 2016 has identified 21 disabilities.

<u>21 Disabilities Identified by RPWD Act 2016</u>			<u>By NCERT</u>	<u>Suggested By AWES</u>
1. Blindness	8. Mental Illness	15. Speech and Language disability	A. Speech Impairment	A. Speech Impairment
2. Low-vision	9. Autism Spectrum Disorder	16. Thalassaemia	B. Hearing Impairment	B. Hearing Impairment
3. Leprosy Cured	10. Cerebral Palsy	17. Hemophilia	C. Visual Impairment	C. Visual Impairment
4. Speech & Hearing Impairment	11. Muscular Dystrophy	18. Sickle Cell disease	D. Orthopedic Impairment	D. Autism/ Autism Spectrum Disorder
5. Locomotor Disability	12. Chronic Neurological conditions	19. Multiple Disabilities including deaf blindness	E. Mental Retardation/ ID	E. ID (Mild IQ, educatable)
6. Dwarfism	13. Specific Learning Disabilities	20. Acid Attack victim	F. Learning disability	F. Learning Disability
7. Intellectual Disability	14. Multiple Sclerosis	21. Parkinson's Disease		G. Learning Difficulties (due to language barriers, situation related)
				G. Slow Learners
				H. * Gifted Learners

Appx A (Contd..)



As stated in, “The Gazette published for The Right of Persons with Disability Act 2016”

Meaning of “communication” includes

- means and formats of communication,
- languages,
- display of text, Braille,
- tactile communication,
- signs, large print,
- accessible multimedia,
- , audio, video, visual displays,
- sign language, plain-language,
- human-reader,
- augmentative and alternative modes
- accessible information and communication technology;

- Resource Room is to develop concept of Self & Independency
- Using different forms of communication
- Address multiple disabilities.
- Identifying of disability /disabilities needs synergy between Parents, child ,school & stakeholders

DEFINING DISABILITIES

Intellectual Disabilities

1. **Meaning.** A disability characterized by significant limitations/restrictions in intellectual functioning and adaptive behaviour encompassing everyday social and practical skills.
2. **Intellectual functioning.** Capacity to obtain knowledge and skills to apply them. IQ (Intelligence Quotient) is an indicator of Intellectual Disability. Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) American Psychiatric Association, 1994) identifies the following levels of mental retardation with emphasis on IQ: -
 - (a) **Mild: IQ between 55-70 (Educable).**
 - (b) **Moderate: IQ between 40-55 (Trainable).**
 - (c) **Severe: IQ between 25-40.**
 - (d) **Profound: IQ below 20-25.**
3. **Adaptive Behaviour.** Ability to apply life skills (social, empirical and conceptual) in every day life. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V) American Psychiatric Association, 1994) **changed nomenclature from Mental Retardation (MD) to Intellectual Disability (ID)** and it emphasizes on Adaptive Behaviour in defining severity levels of ID into **mild, moderate, severe and profound** based on three domains of **Conceptual, Social and Practical**.

Autism Spectrum Disorder (ASD)

4. **Meaning.** A neuro developmental disorder which is **genetically caused** and affects brain development leading to behaviour deficits in socialization and communication leading to children in social isolation.
5. **Characteristics and Early Identification.** Spectrum of Behaviour Deficits.
 - (a) Difficulty in Social interaction, reciprocity.
 - (b) Difficulty in language and communication (verbal and non-verbal).
 - (c) Isolation and difficulty in making friends or any other social relationship.
 - (d) Repetitive and restricted behaviour, interests, fixation to certain routines and activities, difficulty in switching between activities.

6. **Difference between ID and ASD.** ASD is characteristic by **restrictive behaviour** activities, deficits in social interaction and may/may not be associated with language impairment and ID. **ID/ Mental Retardation** is characterized as inability to score within the norm on standardized **measures of Intelligence or IQ.**

Learning Disability

7. **Meaning.** It encompasses specific **learning disorders** like dyslexia (difficulty in reading), dysgraphia (difficulty in writing) and Dyscalculia (difficulty with numbers). A child may have one or more learning difficulties at a time. These disabilities do not stem from intellectual disorders or a global developmental delay. Children with LD are not lacking intelligence (IQ) or desire to learn and with appropriate teaching methods, children with LD can master skills of reading, Maths and writing.

8. **Slow Learners.** Review of various articles clearly specify that slow learners are learners with educational backwardness that have stemmed from number of other factors than mental retardation. The factors can be due to ill health, absence from school, home environment, inadequacies at home, poverty, and emotional barriers to learning etc. Their IQ from the educable level does not fall into the range of the non-educable children. They have problems in understanding relationships, connections, memorizing in comparison to a normal average child's rate of learning (kirk 1962). Through support interventions they can be able to learn the same things as an average child supporting them in mainstream. 'Slow learner children' is a broad generic term as stated by Tansley and Guilford, (1971).

9. **Learning Difficulties due to Situational factors.** The Army have the uniqueness of having children from diverse backgrounds, languages and cultures. Each classroom is a representation of mini India. While the cultural embracing is unanimous but the learner face language barriers in understanding instructions and learning in schools. This can be one of the factors that become a hurdle for a child who does not fall in any of the above categories. Factors of recurrent postings and transfers causing anxiety to children in new environment can also be prevalent. These children need interventions from parents and teachers to overcome language and anxiety barriers in learning.

10. **Characteristics and Early Identification.**

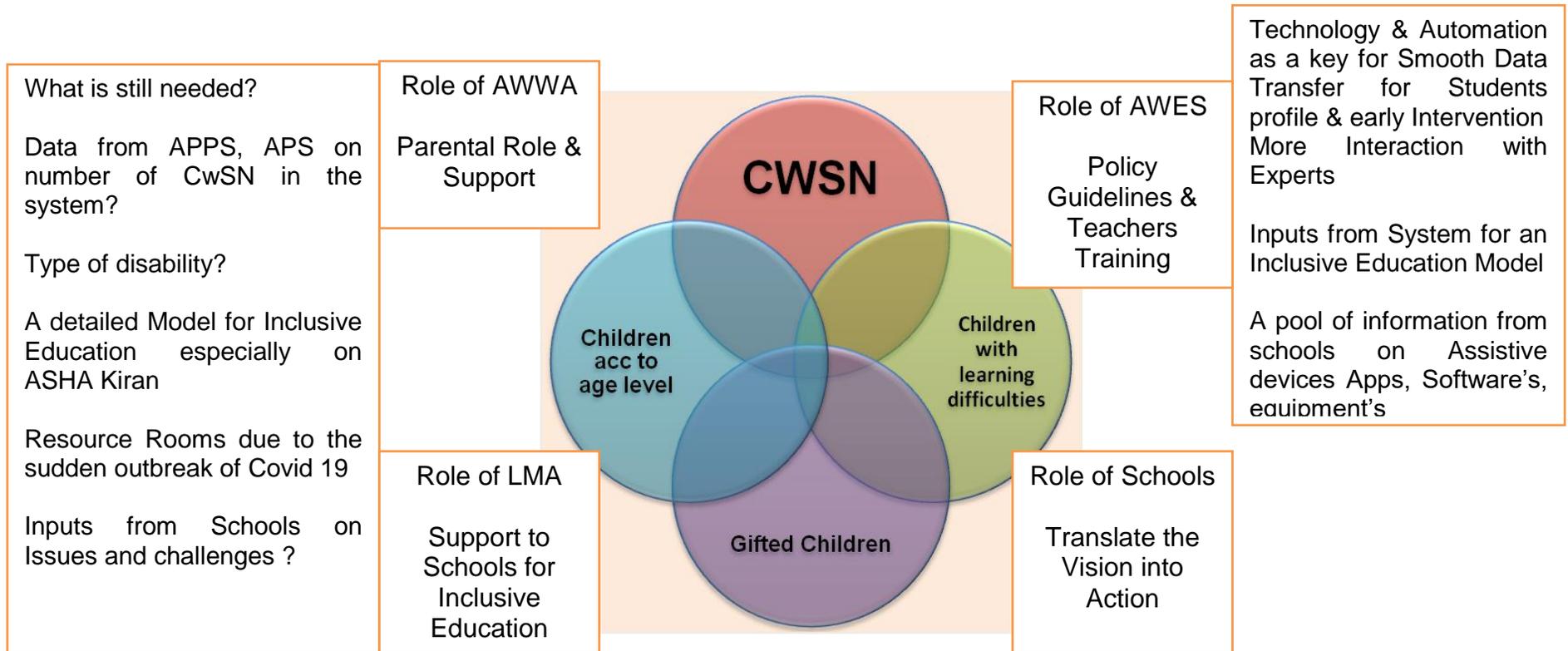
- (a) Inability to do learning activities which one should be able to do at a certain age.
- (b) Difficulty in reading, oral and written expression, spellings, forgetting sequence of events.
- (c) Inability to draw inferences in a situation.
- (d) Poor handwriting, poor grammar skills, mixing upper case and lower case letters, inverted letters, writing fatigue, difficulty in thinking and writing at the same time.

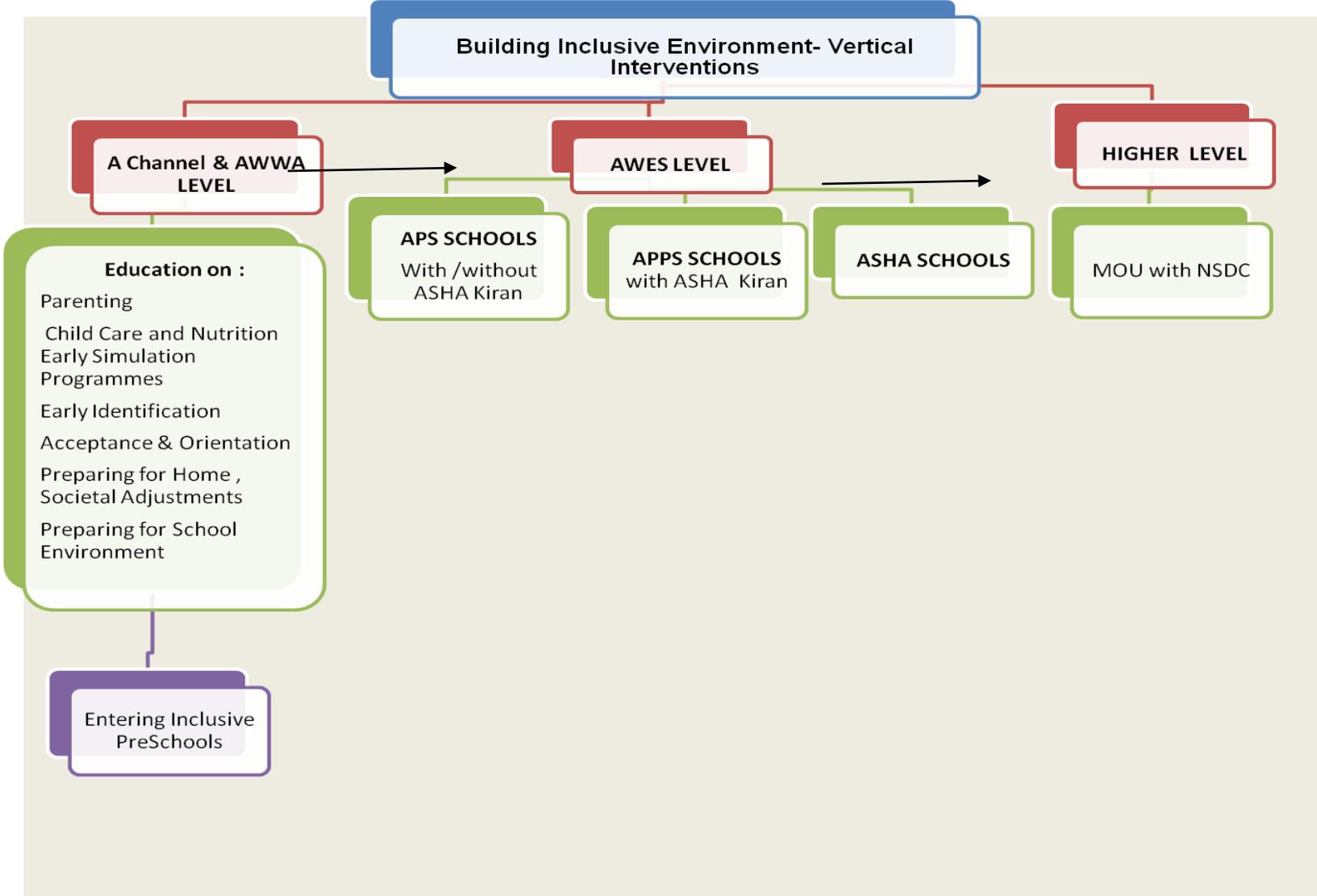
(e) Difficulty with number sets, magnitude and relations, estimation and working on a number line, difficulty in memorizing mathematical formulas, solving math problems, manipulating numbers, difficulty in reading graphs and charts.

11. **The Assistive Devices.** The Assistive devices can be used based on Child's profile, and identification of child's specific needs and challenges, academic area difficulty and strengths. The assistive devices used are also differently designed for different disabilities. Under the categories that AWES has identified some of the Assistive devices have been mentioned as suggestive under the different categories. There is also a need to understand the difference between Technological based Assistive devices and non-Technological assistive devices. A mobility cane or a hearing aid is a non-technological assistive device. However computer with speech to text and text to speech conversion or voice recognition are technology based assistive devices. A clarity of disability identified and support for learning through these assistive devices has to be worked in detail with child, parents, special educators, psychologist and medical expert

Appendix B
(Refers to Para 19)

ROLE OF STAKE HOLDERS





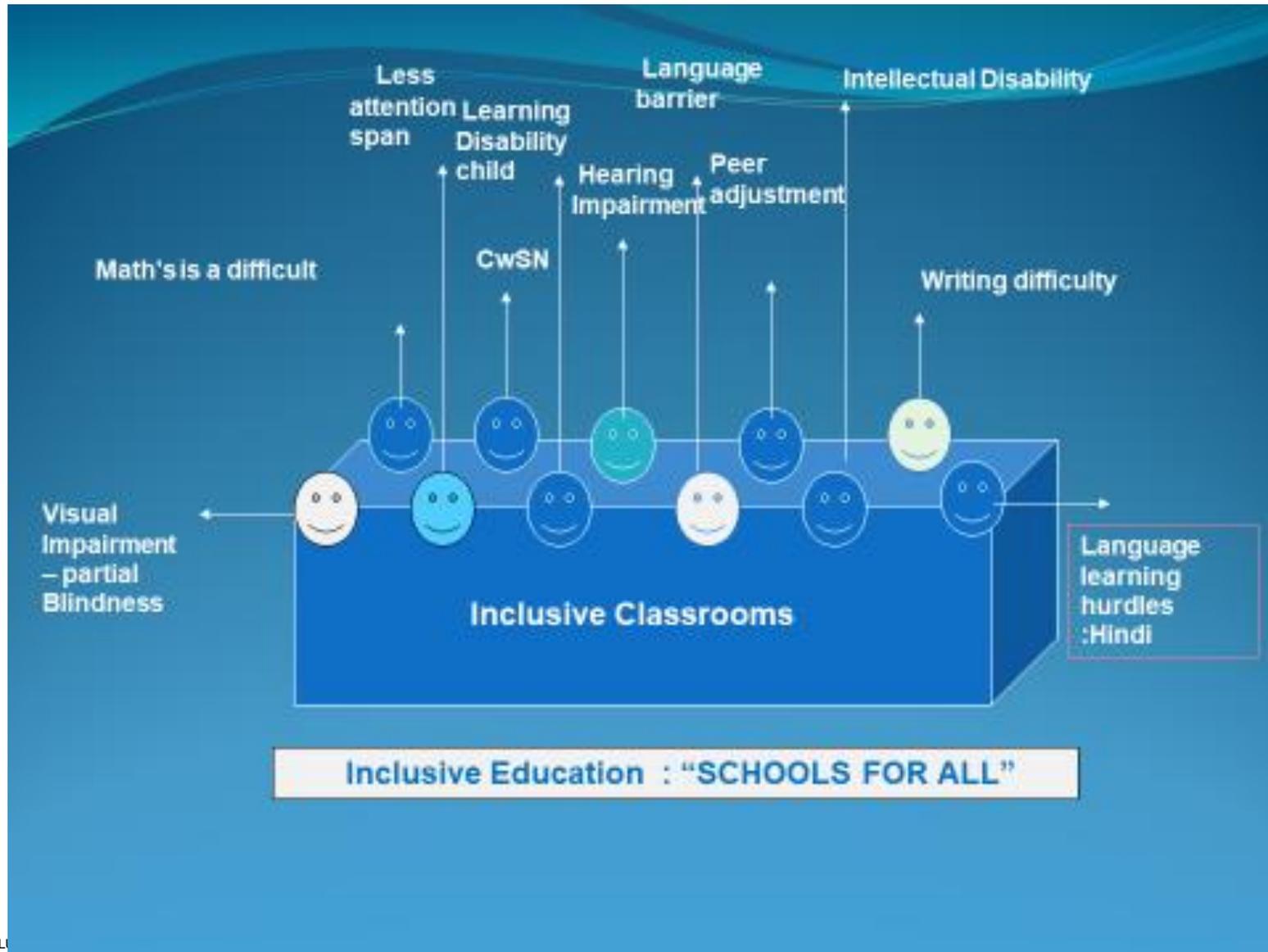
**Appendix C
(Refers to Para 20)**

INCLUSIVE EDUCATION TEACHER EMPOWERMENT PROGRAMME 2020-2021

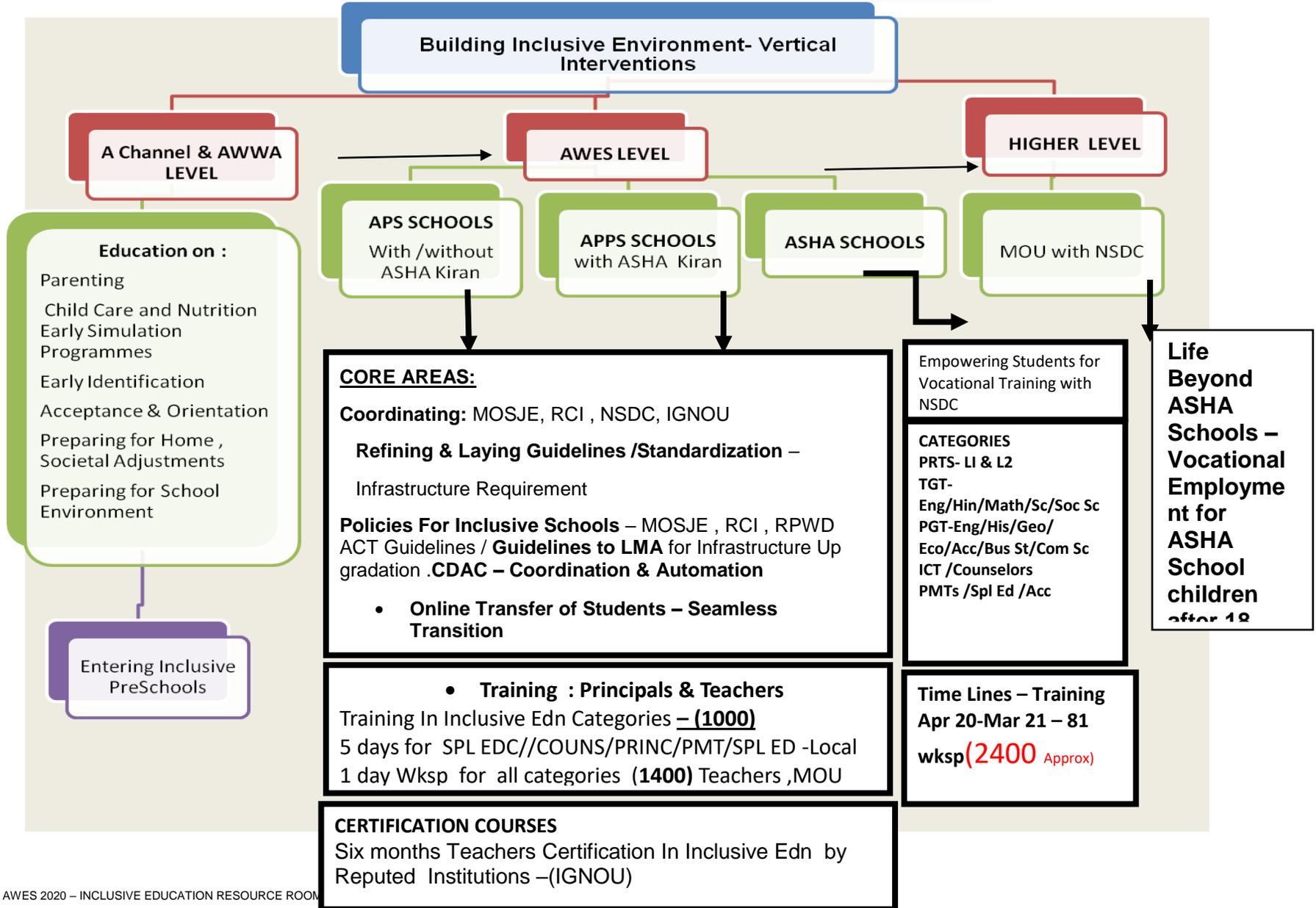
<u>SpL Educators(wit h B Ed)</u>	<u>SpL Educators (Local)</u>	<u>Counselors</u>	<u>APS Principals</u>	<u>APPS Principals</u>	<u>APPS Teachers</u>	<u>ASHA SCHOOL Principals</u>	<u>Asha School Special Educators</u>	<u>APS, APPS & ASHA School Teachers</u>
4-9 May 20 SpL Educ (with B Ed) Cancelled due to Covid (Webinar sessions will be taken)	4-9 May 20 SpL Educ (Local) Cancelled due to Covid Webinar sessions will be taken)	28 Sep-3 Oct 20 (30 APS Counselors) Counselors Wksp (1) – 5 days Inclusive Edn	1-5 June 5 days Incl Edn APS Principals Wksp 1 (covering 30 APS principals)		21 – 25 Sep 20 APPS Tr 1 (5 days Incl Edn)	22-26 Jun 20 5 days Inc Edn ASHA School Principals (37 Princ)	1-5 Dec Asha school Special Educators 5 days Inc Edn	<u>Delhi NCR</u> 27-29 Oct 20 Asha School & APS in NCR Teachers – Inclusive Education (70 Teachers)
23 -27 Nov Special Educators (B.Ed Spl Edn)		28 Sep-3 Oct 20 Counselors Wksp (2)– 5 days Inclusive Edn	1-5 June 5 days Incl Edn APS Principals Wksp 2 (covering 30 APS principals)		21 – 25 Sep 20 APPS Trs 2 (5 days Incl Edn)		22-26 Feb 21 ASHA School Spl Educ (2)	15-18 Feb APS Delhi NCR Schools- Select Master trainers

08-12 Mar 2021		1-5 Dec	8-12 June 5 days Incl Edn APS Principals Wksp 3- 5 days Inc Edn (covering 30 APS principals)	8-12 June 5 days Incl Edn APPS Principals Wksp 1 covering 30 APPS principals)	23 -27 Nov		22-26 Feb 21	15-18 Feb	
Special Educators APS & APPS		Counselors 5 days Inc Edn			APPS TR 3 (5 days Incl Edn)		ASHA SCHOOL SPL Educators (3)	APP, ASHA Sch Trs on Inclusive EDN	
15-19 2021 March		22-27 Mar	15-19 June 20 New principals (2days orientation 3 days Incl Edn)	22-26 Jun 20	11-15 Jan 21				
APS Special Educators B.Ed		APS Counselors		5 days Incl Edn APPS Principals (2) – (30 Princ)	APPS NTT 1				
All the workshop scheduled for Special Educators in May 2020 will be conducted through Webinar during the period up to Jul 20 All 5 days of workshop for Special Educators counselors scheduled later will be live telecast to them / or AV recordings will be shared with them .				14-18 Sep 20 20 APPS Prin -1 (5 days Incl Edn)	11-15 Jan 21				
				14-18 Sep 20 APPS Prin -2 (5 days Inc Edn)	APPS NTT 2				
					01-05 Mar 2021				
					APPS NTT 2				
					15-19 March				
					APPS Special Educators B.Ed				
					22-27 Mar				
					APPS Counselors				
120	30	120	120	120	240	37	90	90	

PICTORIAL INCLUSIVE CLASSROOM

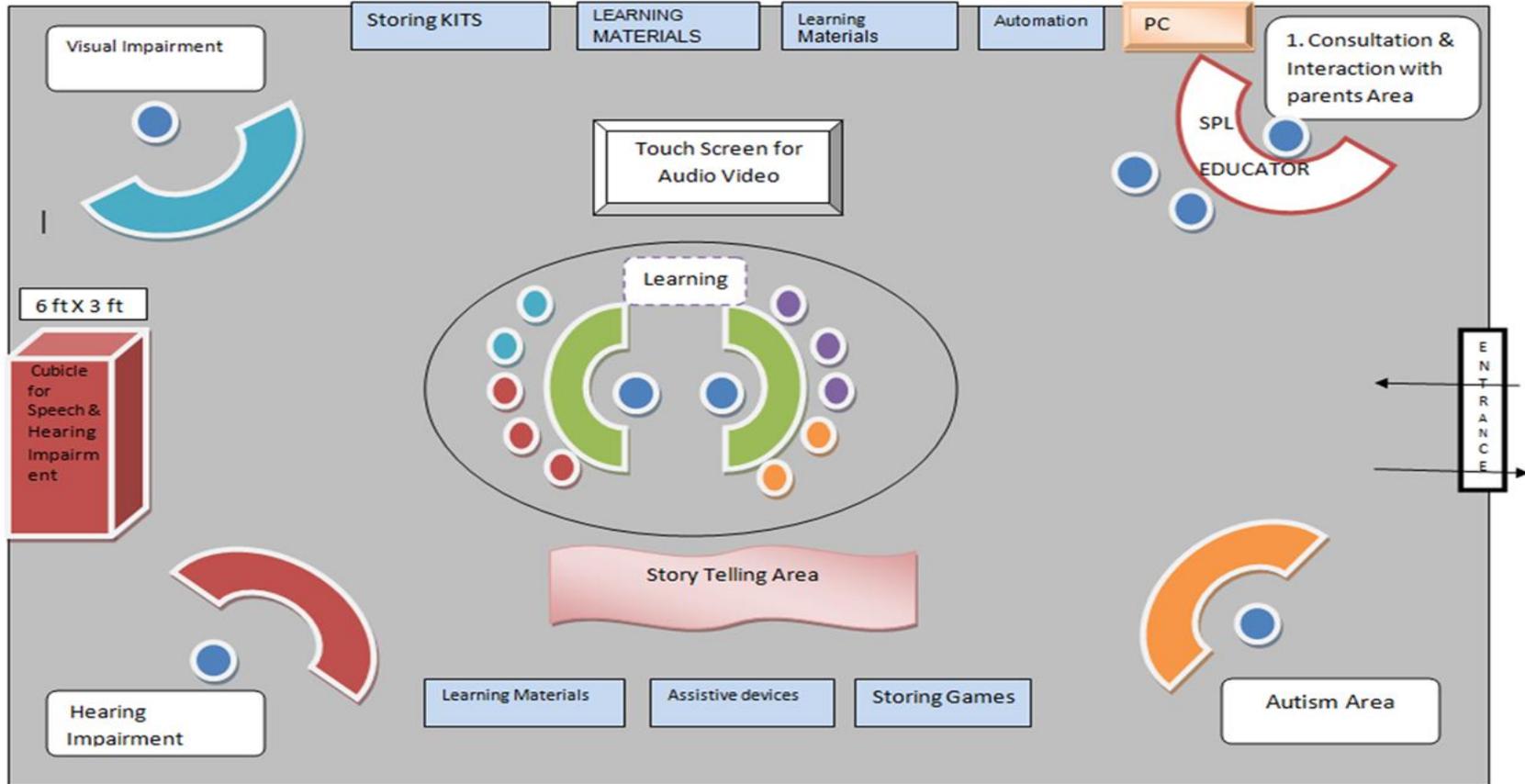


WAY FORWARD – BUILDING INCLUSIVE ENVIRONMENT



Layout Design 1

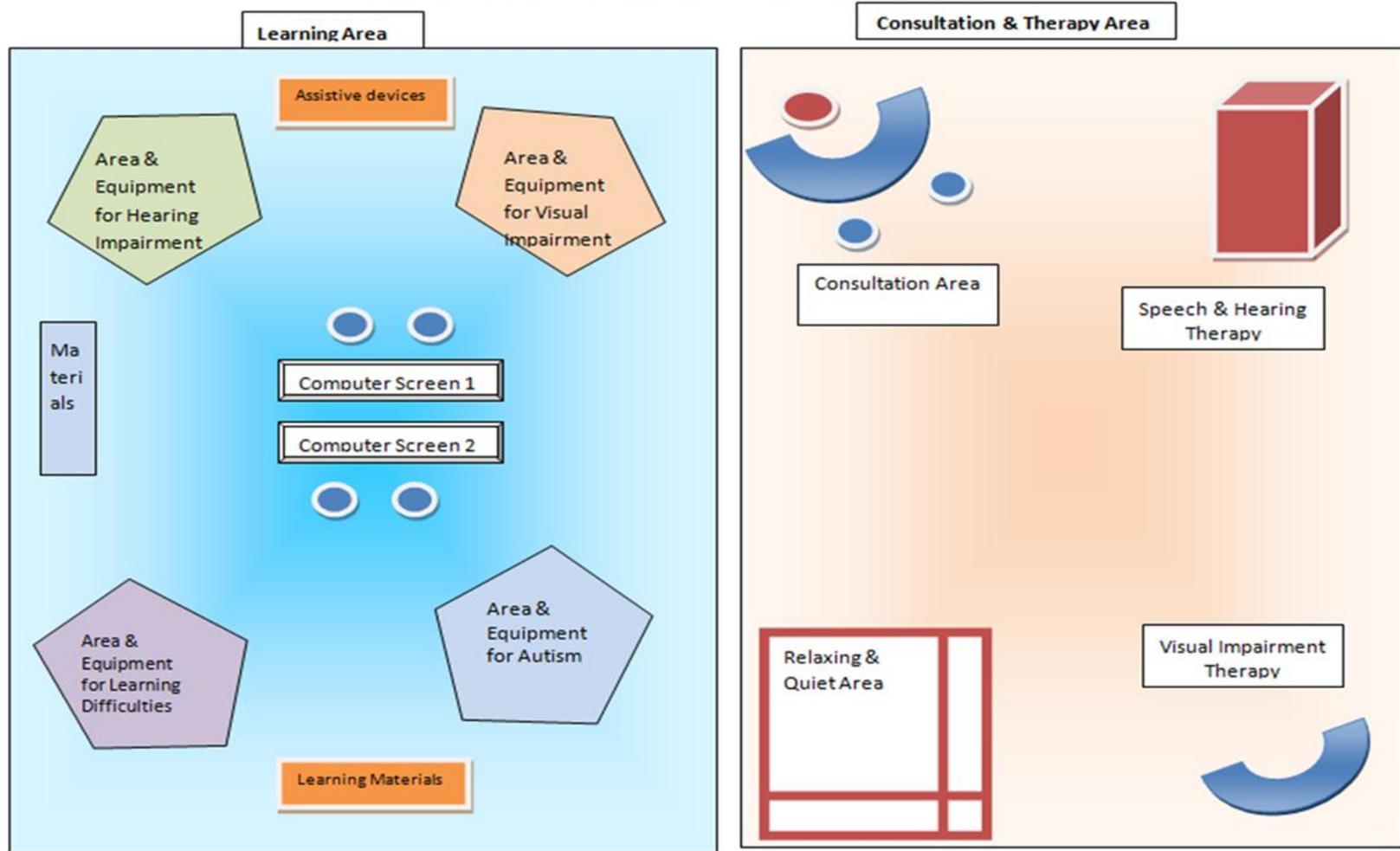
AWES IE RESOURCE ROOM DESIGN 1 Dimension 20ft x 10 ft Concept – Open view Concept (SUGGESTIVE)



Layout Design 2

IE RESOURCE ROOM DESIGN 2 (2 Rooms each 20 ft x 10 ft)

Concept separate Learning & Consultation with Therapy



Appendix F (Contd)

Common Suggestive Detailed List of Equipment's for all Disabilities For APPS & APS Schools(5-10 Lakhs)approx

• Indoor Activities for Teaching and learning	<u>Supportive Devices</u>	• Assistive technologies
• Sensory Boards	• Wheel Chairs Rs 3,500 onwards	• Assistive devices for writing
• Rice Sand	• Braille tactile Maps – 13,000approx	• Computers Based on configuration Rs 35,000/
• Shaving Cream	• Braille slate Rs 300 onwards • stylus , • Braille books	• Computers with software's for hearing impaired & Visually Impaired
• Fidgets	• Taylor Frame,	• Speech Therapy Room • Rs 3,300/per sqft
• Wriggling seats	• Mobility canes Rs 200 onwards	• Sensory Simulation room
• Games for cognitive abilities	• Braille sheets, Tactile • Rs 30 per inch	• Audio books – Rs 300 onwards
• Board Games	• Nemeth Braille (math braille) • Tactile graphics	• Individual hearing Aids • Rs 7,000/onwards
• Stress Balls	Acrylic 2D Board Braille Signs with Audio, Shape: Rectangular, 6 * 9 Inches Rs 950/Unit	• Group hearing Aids • @ Rs 7,000 x 5 = Rs 35,000/
• Abacus		
• Bands	• Games for specific disability – Visual	• Text to Speech Software's

<ul style="list-style-type: none"> • Velcro Strips 	<ul style="list-style-type: none"> • Games for hearing Impairment 	<ul style="list-style-type: none"> • Voice Trainer Audiometer, (31,000-90,000)
<ul style="list-style-type: none"> • Grading beads 	<ul style="list-style-type: none"> • Games for Autistic 	
<ul style="list-style-type: none"> • Colours 	<ul style="list-style-type: none"> • Games for Learning disabilities 	<ul style="list-style-type: none"> • Talking Books , maps, Rs 3,900 for set of 10
<ul style="list-style-type: none"> • Worksheets • Flash cards • Reading cards • Spelling Success books 	Books for Resource room : Special Educators Students Parents Staff	<ul style="list-style-type: none"> • Touch and audio learning material.
<ul style="list-style-type: none"> • White board/Blackboard 		
<ul style="list-style-type: none"> • Workstation for Teacher and students • Specially designed Chairs & Tables 		<ul style="list-style-type: none"> • Video Games • Autistic • Visually Impaired
<ul style="list-style-type: none"> • <u>Mirrors</u> 		<ul style="list-style-type: none"> • Kindle
<ul style="list-style-type: none"> • Adjustable furniture 		
<ul style="list-style-type: none"> • Large print materials 		
<ul style="list-style-type: none"> • Embossed Recreational Materials 		
<ul style="list-style-type: none"> • Special Writing thick pens 		
<ul style="list-style-type: none"> • Stationary materials – Chart papers , crayons, colours , paint 		

Appendix F (Contd)

VED ANALYSIS ON EQUIPMENT

VITAL	ESSENTIAL	DESIRABLE
Teaching Learning materials for all & addressing main Disabilities: Hearing Impairment Visual impairment Loco motor Disability Learning Disabilities Learning Difficulties	Play Station Games for different disabilities	Audio room
All Play areas- eg sand pit etc Adequate stationary for materials	Audio, Video books & games	Voice Trainer Audiometer
Selective Assistive devices based on the disability Workstation	Acrylic 2D, Board Braille Signs with Audio, Shape: Rectangular, 6 * 9 Inches	Speech therapy room
Technology – Computer /laptop accessibility Software's	Hearing Aids	Assistive Devices for writing
Specialists in these areas of disabilities with Special Educator Counselor Doctor	Wheel chairs	Speech therapist Physiotherapist

AVOIDING PITFALLS

- The Vital equipment's/ resources required in a Resource room that is based on the “principle of Inclusiveness and equal opportunities for all “, must ensure that children of all categories get opportunities to explore the Resource room items .However the early, systematic and medically approved method of checking the child with parental consent, will help to identify and categorize the child’s learning need specific for the specific disability or difficulties.
- Items in the resource room must be clearly specified for the disability, its utility and special educators must be trained to ensure the usage of these items and assistive devices.
- Displaying prudence in procuring items is important rather than too many resources without a detailed study, observation, early identification followed by Interventions as support systems will be a lack of effort and resources.
- No child, identified as needing support from educators and IE Resource room should be labelled or named. A cultural sensitivity must be groomed in Teachers & children naturally to foster acceptance of Inclusiveness.
- Inadequate usability of the IE Resource room must be eradicated with the alignment of Individualized Educational Plan for the learners, timetable planning, and availability of special Educators .In an attempt to show greater efficacy every child average should not be made a subject of examination for Learning disability.
- In summation the Resource room is neither a museum for visit or showcase but a laboratory for “Praxis of learning” enabling children to be confident and develop Self-concept through the school support Interventions.

Appendix F (Contd)

ITEMS FOR ALL SPECIFIC DISABILITIES – PHASE WISE PROCUREMENT

Disability Type	Vital	Essential	Desirable
Speech & Hearing	Speech & Hearing Aids Assistive Technologies Learning Materials	Audiometric Booth (Cubicle)	Audiology Room Assistive Listening Hearing aids; sound cancelling headphones; classroom amplification; personal FM system; captioning; signaling device; screen flash on Computer or phone amplification.
Visual Impairment	Braille Related Books, Equipment Assistive Technologies Speech to Text Text to Speech Learning Materials	Learner & Studying Picture/print schedules; low tech aids; highlighted text; highlighters; voice output reminder; electronic organizer; low or mid tech timer; software for organizing ideas; or software for concept development.	Adaptive Switches Oversize Track Ball Mouse Adaptive Keyboard Augmentative Communication Communication boards and wallets with pictures, words or letters; eye gaze board; simple voice output device; electronic communication devices; speech synthesizers for typing; communication enhancement software; or computer-based communication system
Learning Disabilities Dyslexia, Dyscalculia Dysgraphia Dyspraxia	Assistive Technologies Learning Materials Video Games		
Autism	Assistive Technologies Learning Materials Video Games		
For All disabilities & Difficulties, Slow Learners	All Teaching & learning materials	Change in text size, spacing, color, background color; use of pictures with text; adapted page turning; book stands; talking electronic dictionary; scanner with talking word processor; electronic text books; highlighted text; recorded material; multimedia presentation formats; books on tape, CD, or MP3; optical character reader;	Computer Access Keyboard with built in accessibility options on standard computer; key guard; arm support; track ball/track pad; joystick with onscreen keyboard; alternate keyboard; mouth stick/head pointer; head mouse/head master, tracker; touch screen; voice recognition software; switch and Morse code; switch with scanning; screen reader; or

		braille books; electronic magnifier (CCTV); or screen reader/text reader.	word prediction/abbreviated expansion.
		Writing :Pencil with adaptive grip; adapted paper; slant board; typewriter; portable word processor; talking word processing; computer with word processing; word processing with spell/grammar checking; word prediction; electronic dictionary/thesaurus/spell checker; word cards/word book/word wall; voice recognition software; braille keyboard or notetaker; or braille printer.	

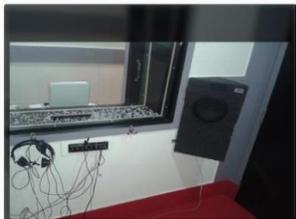
Appendix F (Contd)

APPROX COST OF RESOURCE ROOM

<u>VITAL EQUIPMENT</u>	Cost (Rs 7.5- 16 L)	Remarks
Teaching Learning materials for: Identified disabilities (Charts, aids, stationery materials, toys, board games, fidgets, sensory boards, alphabets, numbers, White & black boards)	1 - 3 L* (*common for all CwSN & others)	Procurement in phases – Stationery & Teaching learning material Priority. Building Resources gradually
ICT – (For Special Educator), Computer/Laptop/Wifi & soft wares for CwSN. Software's /Video Games/ Digital Stories	2 - 3 L *	Procurement of Computers priority
Customized or Adjustable Furniture Tables for Playing, games, Chin rest adjustable Height tables, Slant adjustable desks, Sit-to stand tables. Therapy benches, Arm & Foot rests, Postural cushions & anti-fatigue floor mats	2 - 3 L*	Immediate requirement
Hearing Impairment-Hearing Aids Devices & Assistive Technologies	50,000-1 L	Procurement in phases
Visual Impairment - Braille Equipment, Devices & Assistive technologies, Braille books, Audio Tapes, large print for Braille readers, Recreational materials, Embossed, tactile Boards	1-3 L	Procurement in phases
Autism – Assistive Technologies	50,000-1.5L	Procurement in phases
Learning Disabilities - Assistive Technologies	50,00-1.5 L	Procurement in phases

Appendix F (Contd)

Approx Cost for a Resource Room with Essential & Desirable

<u>Equipments</u>	<u>Rs</u>	<u>Remarks</u>
<ul style="list-style-type: none"> Play Stations for Children with Special needs (Essential) 	1- 5 L	<ul style="list-style-type: none"> Procurement in phases 5.37 L per unit 
<ul style="list-style-type: none"> Therapy Rooms Speech therapy (Desirable) 	<ul style="list-style-type: none"> Rs 3,300 per Sq ft (as given in India mart) 	<ul style="list-style-type: none"> There can be other alternatives
<ul style="list-style-type: none"> Audiology Room (Desirable) 	<ul style="list-style-type: none"> Rs 1.25 L/Square Feet(s) (as given in India mart) 	<ul style="list-style-type: none"> Suggestive – on shared bases with nearby APS , APPS & ASHA Schools
Panel Build Steel Audiometric Booth, For Medical Industry, 50-100 Mm <ul style="list-style-type: none"> (Desirable) 	Rs 500/Square Feet	<ul style="list-style-type: none"> Suggestive

**Appendix G
(Refers to Para 42)**

AWES PLAN OF ACTION FOR INCLUSIVE EDUCATION														
Objective: - To Orient ,Sensitize and prepare AWES School Systems for Inclusive Education														
Learning Outcome of this Objective: The AWES Schools will be able to graduate to Integrated Inclusive Education Schools for providing Inclusive Education														
Need Analysis - Conducted by AWES since Dec 2019	Action / Deliverables	School Model Design for Inclusive Education		Target	Time Line	Resource Required		Implimenta-tion Plan	Monitoring & Evaluation	Feedback				
		Context Appropriate	Informed Decision Making			Children with Special needs	Training & Sensitization			People Involved	Aids Required	1	3	6
		Infrastructure & Technologies	Classroom Interventions			Parents of Children with Special needs	Phasewise Implementation					Month	Months	Months
Knowledge base Building on Inclusive education	Studying Documents Attending Presentations on Inclusive Education	Budgetting	Early Intervention & Identification , Flexible Curriculum & time table	Teachers working with CwSn	Jul-20									
Meetings and deliberations with Subject Experts on Inclusive Education	Meeting with Dr Uma Tuli (Mar Jyoti Charitable trust Mrs Venels Ravi kumar Dr Usha Grover Dr Renu Malaviya	Inclusive Transport facilities	Intervention of Special Educator to assis Class teacher	Special Educators & Computer Teachers for Assistive Devices , softwares , Apps for CwSN to help them to learn	Phase I sensitization & Orientation Identifying present context Issues and challenges , Modifications and Amendment to create a therapy & resource Room required ,Working ot a plan of Action	All Stakeholders	As per the RPWD 2016 Act there are 21 disabilities - Schools can make informed decisions based on needs - hearing Impairment , Visual Impairment , Autism , Addressing learning Difficulties . Some ideas can be learnt from ASHA Schools	To Sensitize stakeholders Orient them to Inclusive Education	Time to time monitoring of systems applied sharing and learning of practices from other Schools , Interactions and case studies for impeovment					
Working out Role of AWES for Preparing for Inclusive Education	Data Collection - Present Status in APS Schools Identifying the number of CwSN in APS Teachers Training Framing School Modalities for graduating to Integrated Schools	Proper CCTVs for Child safety Having corrugated tiles for tactile sensation for visually impaired	Teacher's Training at FDRc for 5 days for Special educators with Bed Spl Edn and without the same .Training of counselors	Counselors	Phase Two Implementation and Execution - Identifying role & responsibilities of School Leader , HODs teacher Special Educator , Counselor			Prepare on ground modalities of Infrastructure , Resource Rooms - Special Educator Appointment Selct dvtices , Teaching learning materials		Yes				
	Identifying Issues and Challenges in Implementation	Medical Room with Doctor	All teachers to undergo one day training on Inclusive education Bed Spl Edn course, Short term certification courses for teachers Professional Development	School Principals for effective Implementation Plans	Phase Three revisiting									
	Giving presentations to Higher Authorities on Inc Edn	Library with Braille books for Visually Impaired	Continuous Communication between Special Educator Parents and teachers	LMA for Support and approval										
	Planning the Way Forward	Effective Mike & projection Systems for visually & hearing impaired	Identifying equipments need for CwSN	AWWA * A Channel verticals										
	Working on ASHA School Policies and Modalities	examining Assisitive devices for enabling learning	Therapy Room for different disabilities - Visual , Hearing , Autism as relevant to context											
	Early Intervention and identification policies	Technological Gadgets like Tech watches for tracking CwSN												
		Working out Financial Viability												

Appendix H (Refers to Para 19 (d))

Environmental ScanA VISIT TO AMAR JYOTI REHABILITATION SCHOOL

The year 2020 being AWES initiative for "Inclusive Education", the visit to Amar Jyoti was an attempt to understand inclusiveness in a holistic manner. The AWES Team, consisting of Maj Gen R K Raina, SM PhD, Col PK Mukherjee and Ms Shyda Rana on fourth of March 2020, visited the Amar Jyoti Charitable Trust at Karkadooma, New Delhi.

It was a delight to be welcomed by the highly accomplished and felicitated Padma Shree Awardee Dr Uma Tuli, Founder and Managing Secretary of the Amar Jyoti Trust, who started Amar Jyoti Rehabilitation School in 1981. Dr Tuli explained the journey of the Trust with an objective to provide access, equity and equality education to and for all children, focused on providing facilities for learning, skill development and rehabilitation to the marginalized children of the society. She shared the arduous journey that started as a seedling with 30 children under the tree and now it has branched out to multifarious activities with 500 children presently.

The AWES management team was given a tour of the Amar Jyoti Charitable Trust by Dr Tuli and later by Mrs Seema Tul, Principal of Amar Jyoti School. We were shown the different areas in the set up beginning with the Occupational therapy Centre. Children with various disabilities were in Occupational therapy were making Jewelry items with beads thus channelizing their efforts for eye hand coordination, sequential thinking, following a pattern to create skills for self-independency through engagement.

The school today has around 500 students and conduct classes from 1- 8 following CBSE and NIOS curriculum. Children participate in co-Scholastic and Cultural activities. One of the special features that was shown was the use of technology in the language communication skill building activity, a computer lab and PowerPoint presentations created with sign language to facilitate learning for the hearing impairment students. An audio system was also created and placed in the classroom to help the children with disabilities. The library had braille books to facilitate learning for the visually impaired children. During the visit we were also shown the usage of walls for graphic displays and the specially designed floors for tactile sensation making it easier for the visually impaired to walk. A speech therapy Centre was also in the School.

The Amar Jyoti Trust has a holistic objective for Inclusive Education with its multifarious facilities that integrate and attend to the Amar Jyoti School, Academics and capacity Building courses, medical and rehabilitation Services, community based rehabilitation facilities, Speech therapy unit with a special sound proof Speech therapy room. Homeopathy medicine clinic, physiotherapy unit, Occupational therapy units, Workshop for mobility units and jewelry making unit. The Trust runs RCI approved courses in Special Education for the Teachers.

The Managing Director interacted with the Principal and inquired about the curriculum, inclusive set up and Teachers training. The visit was an insightful learning for AWES to understand the concept of Inclusive education in practice amidst real life and contextual challenges yet successfully empowering the lives of children for a truly integrated and inclusive society. Jai Hind!



Maj Gen R K Raina, SM, Ph.D, MD AWES presenting the AWES memento to Dr Uma Tuli



Children & Principal Mrs Seema Tuli Amar Jyoti School



An English conversation Activity in the Language Lab



chairs

Tactile Flooring for the visually impaired



The School Entrance with Wheel

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