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## **UNIT 13 GUIDING STUDENTS WITH DISABILITIES**

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### **13.1 INTRODUCTION**

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You might have come across students with varying abilities to learn – some learn fast, some learn slowly and some have pronounced learning problems. You, as a teacher, will have to deal with these problems in your daily classroom transactions. To you, each child is an individual who needs to be helped to learn and perform. This unit aims at sensitizing you to their problems and how you as a teacher can guide students having these problems.

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### **13.2 OBJECTIVES**

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After going through this unit, you should be able to :

- develop an understanding of different types of disabilities;
- identify children with special needs;
- develop sensitivity towards children with special needs;
- explain the various legal provisions available to promote the well being of persons with disability;
- provide educational and vocational guidance to children with special needs; and
- organize learning experiences appropriate to the needs of children with special needs.

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### 13.3 WHAT DO WE MEAN BY SPECIAL NEEDS?

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You may be having one or more students in your classroom who have some kind of learning difficulties. The problems are of various types and due to various reasons. The factors that cause learning problems and performance difficulties can be listed as under:

- a) lower level of intellectual functioning and development delay (retarded development)
- b) vision problems
- c) hearing and speech problems
- d) damage to limbs - absence, deformation or problems with movement of muscles restricting performance in certain areas
- e) problems with psychological processes like perception, attention, memory and problems of visual - motor coordination resulting in specific learning difficulties in reading, writing, spelling and arithmetic

Besides, there are home and environmental factors. These are:

- a) lack of parental love and affection
- b) lack of acceptance by other family members
- c) lack of opportunities for interaction and learning
- d) inappropriate child - rearing practices

There are other factors which cause learning problems and which are related to school environment. These are:

- a) Lack of teachers' acceptance of the student and low expectation regarding learning and performance of the student.
- b) Non-congenial social and emotional climate of the classroom.
- c) Lack of acceptance by non-disabled peers and willingness to share feelings, responsibilities, privileges and other facilities.
- d) Absence of quality teaching matching with individual needs.
- e) Lack of adjustment and adaptation of physical facilities to special needs of students.

The learning problems may arise out of one single factor or a number of factors or due to interplay of different sets of factors.

There are millions of people suffering from varying degree of disability in India. Thus it is very natural that you as a teacher would definitely come across such students in your school. To you, each student should be a unique person. Though human abilities are, to a great extent inherited, yet quite a substantial part of it is also acquired through environment in the process of socialization.

The nature and nurture makes all individuals unequal in terms of physical and mental attributes and endowments. But the human organism is prone to damage through disease and injury. This damage is not equal in all cases. In fact the degree of disabilities or abilities is a continuum. It is also true that every person with

obvious physical, mental or emotional limitation is capable of some work or the other. But within a range, these are taken as normal, while beyond a certain range these are taken as impairments or disabilities.

The W.H.O. (World Health Organisation) manual defines impairment as any loss or abnormality of psychological, anatomical structure or function. A disability is defined as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. A handicap has been defined as a disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, sex and social and cultural factors) for that individual. For example, (International Labour Organisation) perceives it differently when it defines disabled person as an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment. One can hardly arrive at a rigid definition. But people commonly agree that disability is a consequence of impairment leading to functional limitation or activity restriction and the person having disability is perceived as being “different” from normal person in the society.

### 13.3.1 Types of Disability

**The Rights of Persons with Disabilities Act, 2016** makes five broad categories of disabilities. Under each of these categories various disabilities are further described. The Act has made a provision to include any other category as may be notified by the Government of India. This Act defines disability as follows:

**“Person with benchmark disability”** means a person with not less than forty percent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms as certified by the certifying authority.

**“Person with disability”** means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others.

The specified disabilities as mentioned in the Act 2016 are presented below.

#### 1) Physical disability

##### A) **Locomotor disability including the following;**

- leprosy cured person
- cerebral palsy
- dwarfism
- muscular dystrophy
- acid attack victims

##### B) **Visual impairment**

- blindness
- low vision

- C) **Hearing impairment**
    - deaf
    - hard of hearing
  - D) **Speech and language disability**
- 2) Intellectual disability including the following;
    - specific learning disabilities
    - autism spectrum disorder
  - 3) Mental behavior
    - mental illness
  - 4) Disability caused due to:
    - chronic neurological conditions, such as multiple sclerosis and Parkinson’s disease
    - blood disorder such as hemophilia, thalassemia, and sickle cell disease
  - 5) Multiple disabilities (more than one of the above specified disabilities) such as deaf blindness

Let us try to understand the meaning of these disabilities as described in the schedule of the RPD Act.

1) **Physical disability-**

- A) Locomotor disability (a person’s inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including-
  - a) “leprosy cured person” means a person who has been cured of leprosy but is suffering from –
    - i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
    - ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
    - iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression “leprosy cured” shall construed accordingly;
  - b) “cerebral palsy” means a group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
  - c) “dwarfism” means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
  - d) “muscular dystrophy” means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and

persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

- e) “acid attack victims” means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

**B) Visual impairment –**

- a) “blindness” means a condition where a person has any of the following conditions, after best correction –

- i) Total absence of sight; or
- ii) Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or
- iii) Limitation of the field of vision subtending an angle of less than 10 degree.

- b) “low-vision” means a condition where a person has any of the following conditions, namely –

- i) Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or
- ii) Limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

**C) Hearing impairment**

- a) “deaf” means persons having 70 DB hearing loss in speech frequencies in both ears;
- b) “hard of hearing” means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears.

- D) “Speech and language disability” means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

- 2) Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills, including –

- a) “specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

- b) “autism spectrum disorder” means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person’s ability to communicate, understand relationships and relate

to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

3) **Mental behavior –**

“mental illness” means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behavior, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub-normality of intelligence.

4) Disability caused due to :

a) chronic neurological conditions, such as –

- i) “multiple sclerosis” means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelization and affecting the ability or nerve cells in the brain and spinal cord to communicate with each other;
- ii) “Parkinson’s disease” means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the nerve cells of the brain which causes deficiency of the neurotransmitter dopamine.

b) Blood disorder –

- i) “haemophilia” means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterized by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;
- ii) “thalassemia” means a group of inherited disorders characterized by reduced or absent amounts of haemoglobin;
- iii) “sickle cell disease” means a hemolytic disorder characterized by chronic anemia, painful events, and various complications due to associated tissue and organ damage; “hemolytic” refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5) Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairment causing severe communication, developmental, and educational problems.

Disabilities can be categorised as mild, moderate, severe and profound depending on their severity. The following tables describe partial and total disabilities for visual and hearing impairment.

### 13.3.2 Partial and Total Disabilities

The Government of India (2001) provides the following definitions of mild, moderate, severe and profound categories of visual and hearing disabilities as given below.

**Table 13.1: Categorisation of Visual Disability**

Category	Better eye	Worse eye	% of impairment
Category 0	6/9-6/18	6/24-6/36	20%
Category I	6/18-6/36	6/60 to nil	40%
Category II	6/40-4/60 or field of vision 10° – 20°	3/60 to nil	75%
Category III	3/60- 1/60 or field of vision 10°	F.C. at 1 ft. to nil	100%
Category IV	F.C. at 1 ft.to nil or field of vision 10°	F.C. at 1 ft. to nil	100%
One eyed persons	6/6	F.C. at 1 ft. to nil Or field vision of 10°	30%

**Note:** F.C. means Finger Count

The classification for the hearing impairment is as follows:

**Table 13.2: Categorisation of Speech and Hearing Disability.**

Category	Type of Impairment	DB level	Speech discrimination	Percentage of impairment
I	Mild hearing impairment	26-40 db hearing impairment in better ear	80-100% in better ear	less than 40%
II (a)	Moderate hearing impairment	41-60 db hearing impairment in better ear	50-80% db in better ear	40%-50%
II (b)	Severe hearing impairment	61-70 db hearing impairment in better ear	40-50% db in better ear	51% -70%
III (a)	Profound hearing impairment	71-90 db hearing impairment in better ear	Less than 40% in better ear	71%-100%
III (b)	Total deafness	91 db and above hearing impairment in better ear	Very poor discrimination	100%

**Source:** Tables 13.1 & 13.2: Ministry of Social Justice and Empowerment, Govt. of India (2001).

### 13.3.3 Institutions for Disabilities

The Government of India has established the following institutions for the rehabilitation, education, training and welfare of persons with disabilities.

- Rehabilitation Council of India
- Chief Commissioner for Persons with Disabilities
- National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities
- National Handicapped Finance Development Corporation
- Artificial Limbs Manufacturing Corporation
- National Institute for the Visually Handicapped, Dehradun
- National Institute for the Mentally Handicapped, Secundrabad
- Pandit DeenDayal Upadhyay Institute for the Physically Handicapped, New Delhi
- Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai
- National Institute for the Orthopaedically handicapped, Kolkata
- National Institute of Rehabilitation Training and Research, Cuttack
- National Institute for Empowerment of Persons with Multiple Disabilities, Chennai
- National Institute for Mental Health and Sciences , Bangalore
- Indian Sign Language Research and Training Centre, New Delhi

### 13.3.4 Concept and Approach to Inclusive Schooling

The National Policy of Education (NPE) 1986 advocated the approach of providing integrated education for children with mild disability and of special education for children with severe disability. It says:

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and enable them to face life with courage and confidence.

The following measures were recommended in this regard:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of the others.
- ii) Special schools with hostels will be provided as far as possible at district headquarters for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers Training Programme will be reoriented in particular for teachers of primary classes, to deal with special difficulties of the handicapped children.
- v) Voluntary efforts for the education of the disabled will be encouraged in every possible manner.



The Salamanca (Spain) Conference modified the integrated education into “inclusive schooling” concept wherein it has been reiterated that, instead of providing special teacher in each school to deal with handicapped children (as in integrated education), the existing teacher: be enabled to handle such children by providing special training to regular teachers.

According to the RPD Act 2016 “inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

1) Explain the importance of inclusive schooling:

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**13.4 PROVISION OF FACILITIES**

**13.4.1 The Rights of Persons with Disabilities Act, 2016**

In chapter 3 **Education** the Act stipulates that all educational institutions funded or recognized by appropriate Government and local authorities should provide inclusive education to the children with disabilities and towards that end shall –

- i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;
- ii) make building, campus and various facilities accessible;
- iii) provide reasonable accommodation according to the individual’s requirements;
- iv) provide necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion;
- v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;
- vi) detect specific learning disabilities in children at the attainment levels and completion of education in respect of every student with disability;
- vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability; and
- viii) provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

The appropriate Government and the local authorities are further required –

- a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which those are being met;
- b) to establish adequate number of teacher training institutions;
- c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability;
- d) to train professionals and staff to support inclusive education at all levels of school education;
- e) to establish adequate number of resource centres to support educational institutions at all levels of school education;
- f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication. Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society.
- g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;
- h) to provide scholarships in appropriate cases to students with benchmark disability;
- i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses; and
- j) to promote research to improve learning.

### **Skill Development and Employment**

Regarding the skill development and employment of persons with disability the Act mandates that the appropriate Government should formulate schemes and programmes including provision of loans at concessional rates to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment.

The schemes and programmes should provide for –

- a) inclusion of person with disability in all mainstream formal and non-formal vocational and skill training schemes and programmes;
- b) to ensure that a person with disability has adequate support and facilities to avail specific training;
- c) exclusive skill training programmes for persons with disabilities with active links with the market, for those with developmental, intellectual, multiple disabilities and autism;
- d) loans at concessional rates including that of microcredit;

- e) marketing the products made by persons with disabilities; and
- f) maintenance of disaggregated data on the progress made in the skill training and self-employment, including persons with disabilities.

### Special Provisions for Persons with Benchmark Disabilities

- 1) Notwithstanding anything contained in the Rights of Children to Free and Compulsory Education Act, 2009, every child with benchmark disability between the age of six to eighteen years shall have the right to free education in a neighbourhood school, or in a special school, of his choice.
- 2) The appropriate Government and local authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment till he attains the age of eighteen years.
- 3) All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five per cent seats for persons with benchmark disabilities.
- 4) The persons with benchmark disabilities shall be given an upper age relaxation of five years for admission in institutions of higher education.

#### Activities

- 1) Prepare a list of special institutions for the disabled in your area.
- 2) Examine the facilities provided in any one of such institutions in the light of the RPD Act, 2016 and indicate whether the provisions of Act are being followed.
- 3) Study the Act and cull out the mandatory facilities that the schools are to provide to such students.
- 4) Match this list with the provisions actually being provided in the school you are working.

### 13.4.2 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan is a Government of India sponsored scheme catering to the elementary education in the country. One of the thrust areas of SSA is on providing quality inclusive education to all children with special needs in general schools, irrespective of the kind, category and degree of disability. It supports special training, in the form of school readiness programmes for Children with Special Needs(CWSN), education through special schools, home schooling and community based rehabilitation. Resource groups are constituted at State and district level for planning, management and implementation of the inclusive education programme. The inclusion of CWSN takes into consideration the physical access, social access and quality of access.

Part of the activities in physical access is identification and assessment of the CWSN. This is followed by educational placement of the CWSN in neighborhood schools, with needed support services. "Special training" is provided to the CWSN to acquire certain skills (for example, mobility training, training in Braille, sign language, postural training, etc.) to enable them to access elementary education as envisaged in the RTE Act. Special training is provided to ensure school

preparedness of the CWSN. The special training can be home based or non residential as per the special requirements of the child. Children requiring assistive devices are provided with aids and appliances to facilitate their access to education. Removal of architectural barriers in schools is envisaged to provide easy access to the physical facilities in school by the CWSN.

Social access to CWSN includes parental training and community mobilization. Parents are given counselling and training to understand the special needs of their children and teach them basic survival skills. Another activity in social access is to orient Village Education Committee members and community leaders about disability.

Physical access mentioned earlier is important components to ensure the quality of access to CWSN. Another important component of quality access is the teaching in school. Therefore teacher training is undertaken to sensitise regular teachers on effective classroom management of CWSN. In addition to the training of regular teachers, provision is made for resource teachers/special educators for teaching special skills to CWSN. The resource teacher is posted at the block/cluster level and covers a group of schools with CWSN. Curricular access is ensured through minor adaptations in learning content, appropriate teaching learning methodologies, adaptation in learning aids, flexibility in evaluation, etc. Preparation of individualized educational plan for every CWSN in consultation with parents and experts is another activity towards quality access. Special schools are expected to act as resource centres for inclusive education and provide support to teacher training, development of training material and teaching learning material. SSA encourages research in all areas of education of children with special needs.

SSA has made provision for expenditure up to Rs. 3000/- per disabled child which could be incurred in a financial year to meet the special learning needs of such children.

### **13.4.3 Inclusive Education for Disabled at Secondary Stage (IEDSS)**

This scheme was launched in 2009-10 and replaced the earlier scheme of Integrated Education for Disabled Children (IEDC). It provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme is now merged under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The objectives of the IEDSS are given below.

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices will be provided with the same.
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories and toilets in the school.
- Each student with disability will be supplied learning material as per his/her requirement.

- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools will be set up in every state to develop good replicable practices in inclusive education.

Assistance for all the items covered in the scheme is on 100 per cent basis in accordance with guide lines for implementing the educational provisions of the PWD Act (presently replaced by the RPD Act). The scheme provides assistance for two kinds of components:

- i) Student-oriented components; and
- ii) Other components.

For the first group of components the scheme provides Rs.3000/- per disabled child per annum for assistance. The State Government provides a top up of Rs.600/- per child per annum towards scholarship for each child. The amount of Rs.3000/- per disabled child per annum can be spent on the following components.

- i) Identification and assessment of children with disabilities
- ii) Aids and appliances
- iii) Learning materials like Braille textbooks, audiotapes, talking books, textbooks in large print etc
- iv) Transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis)
- v) Stipend for girl students with disabilities (Rs.200/- per month)
- vi) Access to ICT
- vii) Development of teaching learning material
- viii) Support service from educational psychologists, speech and occupational therapists, physiotherapists, mobility instructors and medical experts

For the second group of non-beneficiary oriented components separate fund is provided. These components are:

- i) Removal of architectural barriers
- ii) Training of special/ general school teachers
- iii) Orientation of principals and educational administrators
- iv) Strengthening of teacher training institutions
- v) Resource rooms and equipments for the resource rooms
- vi) Appointment of special educators
- vii) Development of model inclusive schools
- viii) Research and monitoring
- ix) Awareness programmes

The IEDSS scheme mandates the Boards of Examinations to make provision for adaptation of examination procedures and alternative modes of examination wherever required by children with disability according to their special needs. All concerned implementing agencies are mandated to make provisions for relaxation of rules relating to admissions, minimum or maximum age limit for admission, promotion, and examination procedures so as to facilitate access of CWSN to education. At the secondary level CWSN beyond 18 years will be supported for a period up to 4 years to help them complete secondary schooling.

#### **13.4.4 Counselling Students with Single or Multiple Disabilities**

This is rather a weak area. Counselling of parents and children is of great importance. No specific or long term courses are conducted in this particular area, though the primary teachers are exposed to some training through the SSA. The secondary school teachers are expected to receive training through the IEDSS. The teachers have a positive role in the education of the disabled students. Normally, one sympathizes with such students which have adverse effect on the psyche of the child. They are reminded time and again that they are deficient. This is not a correct approach for the development of these children. What is, therefore, important is that the teacher makes conscious efforts to understand the special needs of such students and help them overcome their learning difficulties. Teachers should also recognize the social and emotional needs of these children and help them to develop positive self-esteem. Simultaneously, in the inclusive school settings the teachers should help the peer group develop a of children with disability. Perhaps this is the most important aspect of the teacher's role in the education of such children.

#### **Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

2) Mention the special provision in IEDSS regarding curriculum and examination system.

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#### **13.4.5 Seating Arrangements and Special Attention**

In your classroom, you may have children with poor eye sight or hearing problems. You need to identify them and make them sit nearer you and the blackboard. When presenting the teaching content teachers should make use of audio and visual aids. Teachers should never speak with their back towards a child with hearing problem. Teachers should face the child and speak slowly. For the benefit of children with poor eye sight the teacher can increase the size of the letters when writing on the board or presenting a chart or map. You will also need to learn how to identify these children.

### Check Your Progress

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

3) Mention the special attention teachers need to give to children with special needs in their class room.

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## 13.5 LET US SUM UP

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In this unit you have been familiarized with the concept of students with special needs which involves understanding different types of disability. We have discussed the Rights of Persons with Disabilities Act, 2016. There are twenty one disabilities specified in the Act. The definitions of disabilities given in the Unit would help you understand the meaning of each of these disabilities. We have further described the educational provisions mandated by the Act. Skill development and employment training are some other provisions made in the Act. The understanding of the various provisions made in the Act would help you guide your students with disability to pursue their rights. The unit also discussed the concept and approach to inclusive schooling for children with disability. Sarva Shiksha Abhiyan and the Inclusive Education for Disabled at Secondary Stage (IEDSS) are two centrally sponsored schemes catering to the education of children with disability and training of teachers for promoting inclusive education.

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## 13.6 UNIT-END EXERCISES

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- 1) What is impairment? How is it different from disability and handicap?
- 2) What are special provisions made in the Rights of Persons with Disabilities Act, 2016.
- 3) What is IEDSS? How is it different from SSA?
- 4) Find out the curricular modifications provided for children with disability in your school or any neighbourhood school.
- 5) Discuss with the principal of the school about the relaxation provided to children with disability in your school or any neighbourhood school.