

**National Workshop**  
**On**  
***Development of Exemplar Materials on Curriculum  
Adaptation from the Perspective of  
Inclusive Education***

**September 11-13, 2013**

**Report of Proceedings**



**Department of Education of Groups with Special Needs (DEGSN)**

National Council of Educational Research and Training

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## **Development of Exemplar Materials on Curriculum Adaptation from the Perspective of Inclusive Education**

### **Introduction**

Despite numerous international initiatives and national interventions the idea of inclusion is still far from being fully embedded in Indian education system. For inclusive education to be practiced in right spirit, substantial reforms and concrete steps are required at all levels of classroom teaching. Apart from infrastructural development, the unique characteristics, interest and attitudes of children and diversity in learning styles demand differential teaching methods to be used by a teacher in the classroom to facilitate learning. In order to meet the diversity, there is a need to develop an inclusive curriculum. National Curriculum Framework (NCF), 2005 also emphasizes the need of inclusive curriculum keeping in view the diversity of learners. Moreover the Right to Education (RTE) Act of 2009 has mandated entry of diverse learners in the existing classrooms. For example, learners with and without special needs have a right to inclusive learning environment. This calls for appropriate adaptations and modification in curriculum planning, transactions and assessment.

Curriculum adaptation is an educational strategy that involves developing carefully planned course of action that involves significant changes in what, how and when of teaching learning process and its outcome, i.e curricular aims, content, method and evaluation. Curriculum adaptation for an inclusive classroom involves preparing the general curriculum with balanced dimensions to include all learners in the classroom without excluding anyone on the basis of their abilities or disabilities. It is said to be done when every child in the classroom including children with special needs (CWSN) are provided with an opportunity to learn maximum according to their learning potential by making required adaptation in regular curriculum and applying all possible approaches.

Moreover, to provide equal opportunities for all as well as education for an inclusive society the need for teachers to be equipped to meet the needs of all learners becomes apparent. Curriculum adaptation requires a large vision and specific competencies for all teachers. The teachers need to know that diversity is present in the classroom, and that they should attend to learners with a range of diverse needs. Hence, it is crucial to prepare both pre-service and in-service teachers for inclusion in all curricular plans.

## **Rationale and Objective**

For inclusion to be successful, regular classroom teachers are required to use instructional strategies such as multi-level instruction, differentiated instruction, activity based learning and individualized and adaptive instruction to facilitate special needs students' learning. Thus a new and extended body of knowledge and skills would be required of all regular school teachers in India if inclusive education programs are to be implemented successfully. To prepare teachers for successful inclusion of students with disabilities in regular classrooms and to assist in adapting curriculum it is important to provide adequate support and exposure such as exemplar material to lead them to successfully cater to the needs of all students in the classroom.

Hence the workshop was conducted with the main objective of developing exemplar material in the curriculum for Classes I-V for English, Hindi, Mathematics and Environmental Studies (EVS). NCERT textbooks are used as the representation of curriculum for Classes I-V.

## **Participation**

The national workshop invited a multidisciplinary team of experts in the areas of Visual Impairment, Hearing Impairment, Intellectual Disabilities and Multiple Disabilities (Cerebral Palsy with Intellectual Disabilities, Autism, Deaf-Blindness, Mental Illness etc.). Special teachers teaching in Classes I-V from these disability areas were also invited. In all six experts and eleven special teachers, one expert from Ed. CIL, SSA and seven from DEGSN, NCERT worked together to develop exemplar materials (*see Annexure I for List of Participants*)

## **Modalities**

The workshop was conducted by the Faculty and Project Team of DEGSN, NCERT with administrative support from SSA Karnataka and financial support from SSA-India. A pre-workshop meeting with teachers of government schools from Bangalore and nearby districts was conducted on 10<sup>th</sup> of September to assess the needs of teachers for curriculum adaptation. After initial orientation of the participants regarding the nature and objectives of the workshop selected chapters from NCERT Classes I-V books were distributed. The purpose was; to gather their expertise in different disability areas for adapting the content, teaching strategies and assessment procedure for an inclusive classroom. During the course of discussions, the experts came out with number of relevant

recommendations for developing an inclusive classroom for children with special needs (*see Annexure II for the Programme Schedule*).

### **Pre-workshop Groundwork**

Prior to the workshop, on 10<sup>th</sup> of September 2013, Prof. Anita Julka, Head DEGSN and Mr. Vinay Kumar Singh, Associate Prof. DEGSN, NCERT interacted with teachers from government schools in Bangalore and nearby districts at the SSA- Karnataka office. Total eleven teachers from different schools including three District Inclusive Education Resource Teachers, SSA Karnataka participated in the interaction (*see annexure III of List of Participants in Pre-Workshop Interaction/Discussion*). All ten teachers present had undergone 90 days training for teaching students with disabilities by Rehabilitation Council of India (RCI). The discussion focused on the challenges that these teachers face while teaching children with disabilities in an inclusive classroom; how they address these issues through adapting the existing curriculum including teaching strategies and evaluation procedure; and what kind of additional training they require to be able to make adaptations in their regular classroom teaching to facilitate learning of all students in the classroom.

The discussion started with an introductory note explaining the need and rationale of the workshop to be conducted by Prof. Anita Julka followed by a round of introduction by all the teachers.

Teachers told that there are 2953 CWSN and eight special teachers as resource teachers in Bangalore district. Out of these, 176 are under School Readiness Programme and 46 under Home Based Education (HBE). Responding to the query by Prof. Julka about how do just eight resource teachers manage 2953 CWSN, they replied that regular teachers take care of these students. As the pupil teacher ratio is high in regular schools, it is difficult to give individual attention to CWSN in the classroom.

Prof. Julka further asked the teachers to spell out the difficulties that CWSN face in general classroom and what kind of teaching material will help teachers in addressing these problems. To this Mr. Vinay K Singh added that high absenteeism among CWSN and retaining them in the school, teaching children with intellectual disability and children with hearing impairment are big challenges. Prof. Julka asked the teachers if any kind of adaptation is required to teach language chapters to the students with hearing impairment. Teachers replied that to teach students with hearing impairment pictures can be shown to them along with actions. Showing a picture of India's map, Prof. Julka asked how this can be taught to the VI children and the response was through tactile pictures. Prof. Julka added that even without any tactile material things can be taught to the VI

students. In case of children with visual impairment some parts may be omitted. Prof. Julka explained by taking the example of history subject that how it could be related to that particular school.

Teachers expressed the need of extra classes, modified material and Individualised Education Plan (IEP) for CWSN. However, according to Mr. Vinay Kumar Singh, extra classes and separate material is highly individualistic in nature and our focus should be on inclusion. CWSN cannot be separated from the class. Prof. Julka asked that how many of the teachers present actually change/modify their teaching strategies according to the CWSN? Teachers replied that they plan separately or do not change anything for CWSN but just pay little more attention to the CWSN present in the classroom. In case of evaluation, teachers told that extra time and exemption from languages is given to CWSN. It was observed that though special education courses develops some skills in teachers to deal with CWSN but CWSN need extra support in the classroom which regular teachers find hard to cope-up with. She also highlighted that despite number of NGOs working for CWSN in Karnataka, the situation is not improving. Prof. Julka asked the teachers to give their suggestions about what kind of assistance in terms of guiding materials do the teachers require to improve their skills in teaching CWSN in an inclusive classroom.

The teachers gave following suggestions:

- Content has to be adapted according to the child's need and requirements.
- It is not important to teach each and every thing to CWSN as being taught to general students. Content can be chosen according to the CWSN but not leaving important concepts and diluting the curriculum.
- The material developed for CWSN should be multipurpose that can be used for all the children.
- Worksheets need to be developed for children so that they can practice at their own pace.
- Appropriate aids and assistive devices should be provided to CWSN.
- Pupil: Teacher ratio should be reduced.
- At least one resource room should be provided to each school.
- Textbooks should be prepared according to the child's level.
- Material developed for CWSN should be simple making use of local resources.
- Age appropriate learning material need to be provided.
- Children should be taught with play-way method and through real life experiences.
- Before teaching, teacher should know the current level of functioning of the child.

- Differentiated teaching should be done.
- Material for teachers should give more opportunity for practical knowledge.
- Different Teaching Learning Material (TLM) and knowledge to use/improvise the aids should be given to the teachers.
- At the end of each chapter a note/tips on how to teach the disabled children should be added.
- Teachers need to be encouraged to perform better by giving awards.
- Only interested teachers should be allowed to enter this profession.
- Teachers should be trained to teach CWSN of all disabilities.
- NCERT should take up the charge of monitoring teacher training.
- Awareness among officers and children should be created.
- Community involvement should be encouraged as much as possible.
- Coordination among parents and teachers is necessary for their development.

## **Proceedings**

### **Day I**

Mr. Vinay Kumar Singh initiated the workshop by welcoming all the participants and giving a brief introduction about the workshop. He then presented a brief overview of the project in hand and need for undertaking such a project. This was followed by a round of introduction of the participants.

Prof. Sudesh Mukhopadhyay (former Head of the Department, Dept of Inclusive Education, NUEPA) gave a detailed presentation on Curriculum Adaptation Framework sharing the ideas that emerged from interacting with teachers. Stressing on the need of developing pedagogy of inclusion she pointed that among three major dimensions of inclusion in education (administration, curriculum and support services), curriculum is the one that is still left out and needs immediate attention. She further emphasized on including 'each learner' in the teaching learning process by providing them different experiences. Teachers should be able to select among varied learning experiences shifting from single-sensory approach to providing real experiences to the learners. She discussed VARK (Visual, Aural, Reading, and Kinesthetic) Learning Styles Model and highlighted the need to plan for differentiation of Instruction, varied TLM, Varied and Continuous Assessment and a Universal Design of Learning. She also highlighted the importance of accessible and flexible curriculum that must be capable of being adapted to meet diverse needs along with flexible teaching learning strategies. The presentation was concluded by explaining some important

features of curriculum planning and its implication for curriculum adaptation, teacher training and CCE that are necessary for providing a supportive learning environment. Emphasising the role of teachers in planning for CWSN, she elaborated the required areas of study within the core curriculum i.e Classes I-V (Languages, Mathematics and EVS).

Prof. Anita Julka (Head, DEGSN, NCERT) provided an outline of why there is a need to understand the views of a teacher regarding education of CWSN. She pointed out that when a CWSN is admitted to a class, teachers' understanding and sensitivity is something that matters the most. By highlighting the importance of understanding teachers' perspective and needs in the process of curriculum adaptation for inclusive education, she inspired the participants to think creatively for developing an inclusive curriculum suitable for each and every child in the classroom.

In order to carry out the curriculum adaptation systematically for Languages, EVS and Mathematics in Classes I-V, all the participants were divided among four groups for four different categories of disabilities depending on their area of expertise.

*Group I - Hearing Impaired (HI)*

Dr. I P Gowramma (group leader), Ms. Rehana Begum, Ms. Shakira Begum, Mrs. Anita Ravindra, Ms. Deba Salim

*Group II- Visually impaired (VI)*

Dr Sidhi Vyas (group leader), Mrs. Vinodha, Mr. Baladev (day I), Mr. Rangaswamy (day II & III), Mr. Nagaraju, Ms. Anupriya Gaur

*Group III- Intellectual disabilities (ID)*

Dr. Nibedita Patnaik (group leader), Ms. Manjula Nanjundiah, Mr. Vinay Kumar Singh, Mr. Siddaramappa

*Group IV- Autism & Cerebral palsy (CP)*

Mrs. Padmavathi Janardhan (group leader), Ms. Jayanti Shashikanth, Ms. Vani, Ms. Hemalatha P Rao, Dr. Vijaylakshmy, Ms. Madhulika Sharma

Prof. Anita Julka, Prof. Mukhopadhyay, Prof. Anupam Ahuja and Mr. Vinay Kumar Singh provided the overall guidance and support to the groups. All the four groups were given total of 18 chapters, one each from NCERT textbooks for Classes I-V covering all the subject areas, seeking their expertise in adapting the given chapters according to the strengths and limitations of the specific disability (*see Annexure IV for List of Chapters Distributed for Adaptation*).

Presentations and discussion of adaptation for content, teaching strategies and evaluation procedure by the four groups for one common chapter was done after the lunch break. This facilitated the groups to see commonalities and specific inputs for each disability. They also learnt mutually the process of curriculum adaptation. After presentations each group continued to work on the remaining chapters of all the subjects for Classes I-V.

## **Day II & III**

The groups continued working on the adaptation of given material. Each day was concluded with detailed discussion and presentation by the group members. On day III, groups also came up with some recommendations regarding curriculum adaptation for CWSN in an inclusive classroom.

The workshop concluded with a vote of thanks by Prof. Julka and recommendations and suggestion by all the participants. Following points emerged from the discussion:

- It was recommended that instead of many lessons, few selected lessons can be discussed in depth covering all dimensions of curriculum adaptation.
- The NCERT textbooks are good but need to be simplified without diluting the content. Universal design should be followed such as, increase in the font size to 20-24; increase in space between lines; not more than 2-4 pictures in a page; use of striking colour contrast such as yellow/black, white/black; provide auditory books/text-to-speak books to the teachers.
- Textbooks should be considered as reference books and not holy books to be blindly followed. Teachers have to be flexible in teaching CWSN. NCF 2005, also talks about child-centred pedagogy and plurality of textbooks, but it is not yet implemented.
- If possible, an assistant should be provided in each classroom to assist the teacher. Unless the pupil teacher ratio comes down to 1:20, teachers will find it hard to pay attention to CWSN and work towards inclusion.
- A child suffering from mental illness can only learn if the child's condition is under control. Hence, it would be advisable if for initial time parents can accompany the child to school and familiarize the teacher with medication if any to be given.
- Teachers' should be oriented in teacher training programmes to be observant of child's behaviour to avoid any undesirable event.
- Teachers should be trained to prepare TLM as in Kerala and Tamil Nadu.
- Teachers' training package that is being developed should be included in the textbook itself or should be easily available for ready reference.

- Though NCTE has come up with new teacher education programme, it depends on the states to accept and implement it.
- Parents should be allowed to place grievances if children are not getting justice. However, usually parents do not have time to go government bodies; hence they can confine their problems with schools/teachers. Active pressure groups in civil society can work for the cause of inclusive education for ensuring social justice for CWSN.
- Lot of research work is being carried out by institutions like NCERT, but the policies are not informed by the research findings.

## Output

The three day workshop resulted in the following draft exemplar materials:

Class	Subject	Draft Exemplars for			
		Children with Visually Impairment	Children with Hearing Impairment	Children with Intellectual Disability	Children with Multiple Disabilities
I	Hindi	1	-	1	1
II		1	-	1	1
III		1	-	1	1
IV		1	-	-	1
V		1	-	-	1
I	English	1	1	1	1
II		1	1	1	1
III		1	1	1	1
IV		1	1	1	1
V		1	1	1	1
I	Mathematics	1	1	1	1
II		1	1	1	1
III		1	1	1	1
IV		1	1	1	1
V		1	1	1	1
III	Environmental Studies (EVS)	1	1	1	1
IV		1	1	1	1
V		1	1	1	1
Total		18	13	16	18
<b>Grand Total</b>	<b>65</b>				

These draft exemplar materials will now be further studied and analysed at NCERT to be consolidated as exemplar for inclusive classrooms.

## Annexure I

### **Development of Exemplar Materials on Curriculum Adaptation from the Perspective of Inclusive Education**

#### **List of Participants**

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**Development of Exemplar Materials on Curriculum Adaptation from  
the Perspective of Inclusive Education**

**Programme Schedule**

<b>September 11, 2013</b>	
9.00- 10.30 hrs	<b>Registration Welcome and Introduction Introducing the Workshop Planning Group Work for Exemplar Material</b>
10.30-13.30 hrs	<b>Group Work: Curriculum adaptation</b>
13.30-14.15 hrs	<b>Lunch</b>
14.15-15.30 hrs	<b>Group Work: Curriculum adaptation</b>
15.30-15.45 hrs	<b>Tea Break</b>
15.45-17.30 hrs	<b>Discussion and Presentations by the Groups</b>
<b>September 12, 2013</b>	
9.00-11.30 hrs	<b>Group Work: Curriculum adaptation</b>
11.30-11.45 hrs	<b>Tea Break</b>
11.45- 13.30 hrs	<b>Group Work cont.</b>
13.30- 14.30 hrs	<b>Lunch</b>
14.30-15.40 hrs	<b>Group Work cont.</b>
15.40- 16.00 hrs	<b>Tea Break</b>
16.00- 17.30 hrs	<b>Discussion and Presentations by the Groups</b>
<b>September 13, 2013</b>	
9.00-11.30 hrs	<b>Group Work: Curriculum adaptation</b>
11.30-11.45 hrs	<b>Tea Break</b>
11.45- 13.30 hrs	<b>Group Work cont.</b>
13.30- 14.30 hrs	<b>Lunch</b>
14.30-15.40 hrs	<b>Group Work cont.</b>
15.40- 16.00 hrs	<b>Tea Break</b>
16.00- 17.30 hrs	<b>Discussion, Presentations by the Groups and Closing</b>

## **Annexure III**

### ***Development of Exemplar Materials on Curriculum Adaptation from the Perspective of Inclusive Education***

#### **List of Participants in Pre-Workshop Interaction/Discussion**

##### **Teachers**

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## Annexure IV

### ***Development of Exemplar Materials on Curriculum Adaptation from the Perspective of Inclusive Education***

#### **List of Chapters Adapted**

*English*

Book: *Marigold*

Class I	Mittu and the Yellow Mango	Pg. 45-52
Class II	The ZigZag Boy	Pg. 94
Class III	The Story of the Road	Pg. 57-60
Class IV	The Little Fir Tree	Pg. 24-36
Class V	Rip Van Winkle	Pg. 82-93

*Hindi*

Book: *RimJhim*

Class I	'Aam Ki Kahani'	Pg. 18-22
Class II	'Bulbul'	Pg. 50-55
Class III	'Moos Ki Majdoori'	Pg. 44-46
Class IV	'Daan Ka Hisab'	Pg. 51-61
Class V	'Faslon Ke Tyohaar'	Pg. 13-19

*Mathematics*

Book: *Math Magic*

Class I	Time	Pg. 89-92
Class II	Give and Take	Pg. 90-98
Class III	Play with patterns	Pg. 144-152
Class IV	The Way the World Looks	Pg. 52-59
Class V	Does it Look the Same	Pg. 71-86

*EVS*

Book: *Looking Around*

Class III	Clouds	Pg. 59-60
Class IV	Changing Times	Pg. 96-105
Class V	Experiments with Water	Pg. 60-66