

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

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**Report of Proceedings**



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

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

### **Introduction**

The goal of developing a sensitive and inclusive society cannot be achieved unless the people comprising that society understand, appreciate and inherit the values and attitudes necessary for inclusion. This fact has become more evident with time as we are witnessing the global human community struggling to fight and win over the various forms of inequality. Equality of opportunity in education is one such area in which the marginalized groups have not just raised their voices but the demand and concerns for a good quality education is seen to be dominating the discussions and changes in policies related to inclusive education. Children with special needs constitute one such group that has faced a serious neglect and attitudes of indifference in the past. But the Constitution of India and now the Right to Education Act (2009) have shaped the efforts of individuals and organizations striving for providing quality education in a magnificent way. NCF 2005 considers inclusion as an inevitable step to ensure equality in education. To understand and practice inclusion in its right spirit, an inclusive syllabi, inclusive TLM and inclusive assessment and evaluation is a must. Above all, an inclusive curriculum and a teacher who understands the meaning of inclusion in its true sense, who feels for it and hence is not just dedicated but also well prepared to practice it, is the need of the hour. In this line, it becomes mandatory to discuss and bring about the required reforms not only at the policy level but also to empower the teachers with the knowledge, skills and essential teaching learning material. The pedagogy and curriculum has to be in accordance with the values and objectives of inclusion.

To prepare such teachers and develop such competencies, there has to be such a framework readily available to teachers.

### **Rationale and Objective**

To work with a framework that advocates and emphasise upon inclusion and quality education, it becomes necessary to have a deeper engagement with the different elements of teaching learning process. Hence, with this objective, a three day national level workshop was organised by DEGSN, NCERT. The focus was to adapt the syllabus laid by NCERT for primary classes (I to V) in subject areas of Maths, English, Hindi and Environmental Studies (EVS) to make it inclusive with special reference to children with

special needs. The three main thrust areas in which these adaptations were planned to be developed were – Content, Teaching Strategies and CCE. The idea was also to come out with general as well specific (considering the learning needs of children with disability) adaptations.

### **Participation**

The national workshop witnessed a participation of teachers and special educators from various schools and organisations catering to the educational needs of children with disability. These teachers were associated with schools having inclusive or integrated school set up. There were four subject experts invited from the faculty of Dept. of Elementary Education and one from Dept. of Educational Psychology and Foundation of Education, NCERT. There were two representatives from UNICEF, one from Ed. CIL, SSA and eight participants from DEGSN (including four experts from the faculty and five members of the project staff) NCERT. In all there were 43 participants in the workshop.

### **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. The participants in the three day workshop worked in four groups, each one working on a specific primary school subject (Maths/English/Hindi/EVS) mentioned before. Each group analysed, discussed and suggested adaptations on the given subject specific syllabus and submitted in writing a draft of the suggested adaptations. These adaptations and recommendations were both general and specific in nature ranging from modification in objectives to developing adapted TLM. The workshop was also a platform for the DEGSN faculty to discuss the possible format in which a manual/Guidelines/Framework for teachers could be developed in reference to curriculum adaptation.

## Proceedings

### Day I

The workshop began with an address by Prof. Sudesh Mukhopadhyay (former Head of the Department, Dept of Inclusive Education, NUEPA) welcoming the participants and giving a brief introduction of the workshop. Prof. Mukhopadhyay who is presently associated with the Department as Sr. Consultant introduced herself and other resource persons from DEGSN, NCERT: Prof. Anita Julka (Head, DEGSN), Prof. Anupam Ahuja, Dr. Vinay Kumar Singh, Dr. Bharti, Ms. Madhulika Sharma (SRA), Ms. Anupriya (SRA) and Ms. Deba Salim (SRA). She further invited the participants to introduce themselves and also share their expertise and experience.

After a round of Introduction, Prof. Anita Julka shared the agenda of this workshop, the objectives of and concerns emerged from the previous two workshops held in NCERT, Delhi (29-30 July, 2013) and Bangalore (11-13 September, 2013) respectively. She further explained the task to be undertaken in this workshop i.e. to adapt the NCERT Syllabus for primary classes (Maths, EVS, Hindi and English) for an inclusive classroom with a special emphasis on the children with special needs. Prof. Julka also briefed the participants about the expected outcome which was mainly, to adapt the syllabus in such a way that it is very much inclusive in its general as well as specific recommendations.

The session further progressed with a presentation by Ms. Natalia Mufel (Education Specialist, UNICEF) focusing on National and International perspectives on 'Inclusive Education'. Some important points of her presentation were as follows:

- Out of 190.58 million children in India, 8.15 million (4.27%) children are out-of-school, while out of 2.90 million disabled children **0.99 million (34.12%)** children are out-of-school (Source: All India survey of out-of-school children of age 6-13 years and age, SRI-IMRB, 2010).
- Higher incidence of out-of-school children is in mental disability, speech disability and multiple disability.
- Inclusion means
  - Education system to include and serve ALL
  - Students with disability to attend regular school and classes with their non-disabled peer and with the support they require to succeed.

- Inclusive education in Finland is an example to follow as the schools system offers a variety of support and services along with Multi-professional teams.
- Italy being another such example has an inclusive education system with features like, teachers and family of the child prepares Individualised Educational Programme (IEP) together, provision of support teachers, assistant/Educator for mobility, specific didactic material, programme agreements among the different public institutions etc.
- Finally the Universal Design of Learning (UDL) in which, the development of adaptable curricula takes place based on three principles - Flexible methods in *Presentation, Expression and Engagement*. This will expectedly lead to three distinct learning networks in the brain: *recognition, (e.g. offer multiple options) strategy, (e.g. provide practice and feedback) and affect (e.g. adjust levels of challenge)* and hence will help to achieve UDL.

Prof. Julka opened the session for questions and comments. Ms. Wimpy Luthra (Sp. Educator, Vasant Valley School) raised a question on how is the assessment done. Ms. Mufel responded by saying that if we have IEP then while making assessments we decide according to that. Prof. Julka made an important remark by saying that even IEP are not standardised as they keep changing. Prof. Ahuja added to the discussion by saying that in Inclusion, the main focus is the Child with Special Needs (CWSN) being with other children. So emphasis should not be on 'Any Education' but 'Quality Education'.

Prof. Ahuja took the session forward as she talked about the need to form four groups, each one to work on a specific subject (Math, English, Hindi and Environmental Studies). She shared that the NCERT text books of classes I to V have already been looked at and exemplar material has been developed by adapting the selected chapters in the previous workshop. For this Workshop, as she explained, the task and expected outcome of the group work was a detailed examination of the subject specific syllabus (NCERT) of Classes I to V focussing on adaptations that can be done for an inclusive classroom in special reference to the learning needs of children with several disabilities. Prof. Ahuja further briefed the participants that the task required a special emphasis on the content, teaching strategies and CCE. She requested the participants to volunteer to be a part of any of the four groups based on the four subjects according to their area of expertise and interest.

Prof. Mukhopadhyay emphasised that while doing this exercise, group members can use technical terms but they must also use alternatives that can simplify the understanding of the given task and thus facilitating the teachers to adapt.

Ms. Natalia raised a concern that a task like this cannot be done without knowing the needs of these teachers. Prof. Julka responded to her concern and explained that before setting on to this task and plan the workshops a need assessment survey has been done followed by two workshops in which an effective interaction with various disability AND subject experts and teachers, exemplar material has also been developed. Also the teachers and special educators invited for this workshop are having a close experience in the area.

Further the groups were formed. Details of the group members are given below:

#### **Hindi**

1. Prof. Lata Pandey, Faculty, DEE, NCERT
2. Ms. Usha Dwivedi, H.M. , KV NCERT
3. Ms. Shipra Sachdeva, Sp. Educator(Sp. Ed.), The Sri Ram School, Vasant Vihar
4. Ms. Barkha Mohan, Sp. Ed., Amity Intl. School, Noida
5. Ms. Anita Sharma, Sp. Ed., Balwant Rai Mehta Vidya Bhawan, GK II
6. Ms. Manju Tilara, Sp. Ed., NAB, R. K. Puram
7. Mr. Vinay Kumar Singh, Faculty, DEGSN, NCERT
8. Ms. Anupriya, SRA, DEGSN, NCERT

#### **English**

1. Ms. Ashita Narang, Sp. Ed., St. Mary's School, Safdarjung (Day-1)
2. Ms. Vanita Chaudhry Shah, Sp. Ed., Sanskriti School, Chanakyapuri
3. Ms. Neha Manocha, Sp. Ed., Sanskriti School, Chanakyapuri
4. Ms. Bipasa Mukherjee, Sp. Ed., ORKIDS, Kalkaji
5. Ms. Danish Nazir, Resource Teacher, SSA J&K, Srinagar
6. Ms. Anuradha Gupta, Sp. Ed., St. Mary's School, Dwarka (Day-2)
7. Ms. Deba Salim, SRA, DEGSN, NCERT

#### **Mathematics**

1. Ms. Leepakshi Arora, PRT, St. Mary's Safdarjung Enc.
2. Ms. Wimpy Luthra, Sp. Ed., Vasant Valley School, Vasant Kunj
3. Ms. Manu Bharadwaj, Sp. Ed., Balwant Rai Mehta Vidya Bhawan, GK II
4. Ms. Shabana Siddiqui, Counselor, DAV Public School, Sreshtha Vihar
5. Ms. Neha Thakur, Sp. Ed., DAV Public School, Sreshtha Vihar
6. Ms. Sunita Singh, Deputy Director, Amar Jyoti Global Centre for Training in Special Education, Karkardooma
7. Ms. Monica Dinesh, HOD-Aasman, St. Mary's School, Dwarka

8. Ms. Mukta Dhamija, Sp. Ed. Vasant Valley School, Vasant Kunj
9. Ms. Madhulika Sharma, SRA, DEGSN, NCERT

### **Environmental Studies**

1. Ms. Rashmi Sharma, Sp. Ed., Laxman Public School, Hauz Khas
2. Ms. Sarita Chaswal, Vice Principal, Amar Jyoti Cheritable Trust, Karkardooma
3. Ms. Tulsi Baura, Sp. Ed., Bhartiya Vidya Bhawan's Mehta Vidyalaya, K.G. Marg
4. Ms. Sheetal Batra, Coordinator, AADI, Hauz Khas
5. Ms. Snowber, Resource Teacher, SSA J&K, Srinagar
6. Ms. Rinki Kapoor, Sp. Ed. & Skills Programme Coordinator, Vasant Valley School, Vasant Kunj
7. Dr. Kavita Sharma, Faculty, DEE, NCERT
8. Ms. Konika Sanyal, Sp. Ed., Laxman Public School, Hauz Khas
9. Dr. Bharti, Faculty, DEGSN, NCERT

Before announcing the beginning of the group work, Prof. Mukhopadhyay mentioned a few important points to be kept in mind while making the suggested adaptations. She said that one must be aware of how to break the content into smaller parts. Since each group has participants specialized in different disabilities so they should have in mind that children with different disabilities can have same challenges or vice versa. Also if the suggestions are given they should be mentioned clearly. For example if a teacher says that for a child with visual impairment, concrete material should be used, then how? Has she made the object large enough to explore or embossed or tactile?

With this briefing of the group task, group formation and sharing of important concerns, tea break was announced after which the groups were to sit separately and work on adaptations.

After the tea break all the participants sat together in their specified groups and worked on the adaptations till lunch time.

Post lunch, Prof. Mukhopadhyay asked the groups to make a brief presentation on how they are proceeding with the task and what is the output if any till now. Ms. Usha Dwivedi from the 'Hindi' group presented first. She shared that the group was analyzing the syllabus in detail and a primary observation was that a lot of emphasis is given on the skills of reading, writing and speaking but the flexibility in 'expression' through a variety of ways was something that did not reflect well.



Further, the Maths group presented their ideas. The group shared that they were picking up specific themes mentioned in the syllabus for example, 'shapes', and were looking at it across classes on which they shared a few lines.

Prof. Julka mentioned that there is also a necessity to mention the specific problems faced by children with disability (specific or general). For example a V.I. child will find it little difficult to acquire the concept of space. So as teacher, one must think and try to go beyond the basics and the obvious. Prof. Mukhopadhyay added to it saying that whatever choices one make, she will have to see if it helps the general children also. Since, this material is to be developed for teachers (which is again a group of individuals working in highly heterogeneous backgrounds), so she emphasized that one must avoid any kind of assumption and should spell out the suggestions very clearly.

Prof. Ahuja also observed that while doing this exercise we have to ensure that our material should be such that a teacher does not feel overburdened.

The next group was on English Language. Ms. Bipasa was sharing the views on behalf of her group and mentioned that if one is to keep both receptive and expressive aspects of language in mind, then a lot of emphasis goes on reading but not much on expression. For example, through writing.

From the EVS group, Ms. Snowber shared some important points. She said that the EVS group felt that in order to adapt the EVS content a few things can be omitted or the content/information required can be reduced. For example, in the topic 'relations' or 'family' when a teacher asks the children to make a family tree of three generations then they can be given freedom to make a tree with two generations only if they have a nuclear family with parents and siblings only. The specific adaptation in this can be that CWSN can be asked to put a photo instead of writing details in the tree. In order to facilitate the same for a child with visual impairment, some tactile object/symbol may be placed on the photograph of family members. Care should be taken that the tactile symbol should have some association with the concerned family member. The tactile symbols may be a stick, an alphabet, bindi, cap etc. Further, the same symbol should also be there on the family tree worksheet so that it becomes more of a matching exercise.

## **Day 2**

Prof. Ahuja and Prof. Julka welcomed all the participants on day 2 of the workshop. Prof. Julka shared the work plan of the day in which the groups had to continue with the exercise of the previous day. Also, in the later session a presentation could be done for sharing of group work.

Further responding to a query of a participant on the possible changes in the nature of the content, Prof. Julka said that the core curriculum must remain same. One can add or delete objectives but must not change. Prof. Ahuja added to it saying that teaching all children together at the same time in one classroom would give the message that all children are accepted in the classroom.

Further, the group work continued. The second day of the workshop witnessed intensive engagement of the participants in the adaptation exercise with enthusiasm and dedication.

## **Day 3**

The third day began with the same spirit and group work continued till the lunch break. In the post lunch session, a small sharing of the concerns, issues and analysis which had emerged from the group work, took place. Before that Prof. Mukhopadhyay informed the participants that the project also plans to develop a manual for school teachers on inclusive education providing them a general framework/guidelines on Curriculum Adaptation. She invited them to make any suggestions in this regard.

Ms. Rinki Kapoor (Sp. Educator, Vasant Valley School) suggested that is there a possibility that some TLM can be provided along with the text books. It can be given in the small pockets made at the last page or as a kit with the book. This way, as she said, the teacher will not feel burdened.

Prof. Mukhopadhyay appreciated her suggestion but added that this is only possible when the books get redesigned which will take time too since, there are many issues involved in it.

Another participant shared that though NCERT text books are good and reflect the rigorous efforts yet there the content seems disjointed. So there is a need to be open to different perspectives.

Prof. Julka responded to this comment by saying that it is extremely difficult to have a perfect text book that caters to the needs of all. We at NCERT believe in the plurality of text books. The teacher has to be reflective since a text book cannot be the only and sufficient source of knowledge. She quoted an example of a previous workshop held in Bangalore (11-13 September, 2013) that a teacher from Karnataka found the NCERT text books not very relevant for children in southern states or tribal belts of India. So, the authors involved in the text book committee do focus on making the books relevant to every child, yet due to such diversity, it is an extremely difficult task. Hence, our focus is to see how we can give education of good quality to children.

Ms. Wimpy Luthra (Sp. Educator, Vasant Valley School) shared her concern that in contemporary times we do not use paisa in our everyday life, so is it necessary to talk about it and the conversion of paisa into rupee? She said that since it is difficult for children with learning disability so it can be omitted. Prof. Julka mentioned and was supported by several other participants in her view that it is not that the concept of paisa is irrelevant today but one can mention with the suggested adaptations that children with learning disability will find it difficult and if needed adaptation would include reducing the content.

Further the groups made brief presentations on the work they did in the three days workshop. Details of the group work will be provided in the final report.

The 'Hindi' group shared their observations and suggested adaptations. Ms. Usha Dwivedi represented the group. She began with talking about the child's first day in school. As, it is about making him/her familiar with school. So activities can be organized and games can be designed in which children can participate with buddy support. She further shared that a motivational chart can be prepared in the classroom for encouraging children. Activities can be organized followed by discussions which promotes empathetic understanding and sensitivity amongst children towards each other and their needs.

Prof. Julka asked the group if they had put in some extracurricular or CCE related activities for Inclusion. Ms. Shipra Sachdeva (Sp. Educator, The Sri Ram School) responded by showing some sample of the worksheets and suggested activities. For example, some of the worksheets which had drawings and writing work were made tactile by using raised glue for a child with visual impairment. Letter specific

worksheets were also given like for 'र' a story with emphasis on 'र' alphabet is given for reading. Other modifications included providing the child with blank sticker as labels (when not able to write).

The next group presented the adaptations done in EVS syllabus. It was a power point presentation. During the presentation, Prof. Parvin Sinclair, Director, NCERT and Prof. Manju Jain, Head, DEE, NCERT also joined the presentations. Prof. Julka introduced them to the participants.

The EVS group gave specific suggestions on each theme and in the areas of teaching strategy, objectives as well as CCE.

Prof. Sinclair observed that what is being said in the presentation seems to be good for all children in general. She added that NCERT material in general provides for building up on local experiences and is child centred, then how do the participants expect the CWSN to connect to these? In response to this the group displayed some material. For example, magic sand, observation book activity for a Down syndrome child to learn to observe and record important information from the newspaper, communication book for reading comprehension etc. in this manner, participants demonstrated the adaptation strategy for NCERT syllabus and textbooks.

Further Ms. Mukta Dhamija (Sp. Educator, Vasant Valley) from the Math's group began the presentation by her group. She shared that the group adopted an approach in which they looked into all the topics in detail and then first identified the difficult topics for children with different disabilities. She mentioned that in maths there is a need of task analysis and it involves abstract thinking. So the group emphasised on the approach of moving from object to picture and then to number. Special adaptations, according to the group would involve concrete shapes and material to understand space, TLM suiting the needs of the child.

Prof. Sinclair mentioned that *'mistakes are a window into the understanding of the child and hence it is very important to look at them'*. She asked the presenter to elaborate upon the details of the specific difficulties faced by CWSN and the mistakes that are seen frequently in their work. She also asked her to mention the specific strategies being used to help the child overcome those mistakes.

Ms. Dhamija and Ms. Sachdeva responded to Prof. Sinclair's question about mistakes and said that big letter alphabets are given, a lot of concrete material is used. For dyslexic children when there is confusion between letters like 'b' & 'd' and 'q' & 'p' etc. some activities are used to help the child remember the difference. For example, making association of the letter with some object or event.

Prof. Manju Jain raised two questions for the teachers. The first question was about how much time teachers get in classroom for teaching with these adaptations. She also solicited information about use of CCE in classroom.

Prof. Julka responded to this saying that CCE activities have been adapted. She further asked the teachers to also add examples of mistakes that students make and to which the teachers usually do not pay attention.

Ms. Shabana Siddiqi (Counselor, DAV School) shared an example of a child who was in class V and was still unable to learn the table of 9. She further mentioned that with a continued practice and use of teaching aids the child finally managed to learn it.

Prof. Sinclair made a crucial intervention by saying that multiplication can certainly be taught through aids, but it is not important to memorize the table. She said that it is crucial that the child understand that multiplication is nothing but repeated addition and hence enjoys the understanding by applying the concept in different games and activities. She emphasised that mathematics involves thinking, questioning and reasoning and it is not simply about 'Mugging up'.

Ms. Manu Bhardwaj (Sp. Educator, Balwant Rai Mehta Vidya Bhawan) mentioned an example that one of her Hearing Impaired student is good in calculations but faces difficulty in word problems. Prof. Sinclair responded that this problem does not arise due to hearing challenge rather; we need to relate everything to the child's real life experience. Ms. Bhardwaj further added that in higher classes like IX and X, it is difficult to take every example from the real life experience. Prof. Sinclair as well as Ms. Sachdeva responded by saying that it is very well possible since the word problems can always be formulated from real life examples and children can also be asked to form such problems. In a way making the syllabus and curriculum related to the child's context and experience is the adaptation process.

Further the next group on 'English' language presented their work. Ms. Vanita (Sp. Educator, Sanskriti School) represented the group. She began by saying that in English the most difficult area for children is 'writing'. Important questions that come up here are how does one initiate children into writing. Phonics is also there in random manner in learning English. Prof. Sinclair said that in general a child will learn if connected with the background. So, according to her this package must give that feeling. Further she said, that for even a Hearing Impaired child, the vocabulary can be huge. There should be multiple ways of expression.

Ms. Neha Manocha (Sp. Educator, Sanskriti School) shared an example from her class. One of her students had problem in comprehension. That student was around 12-13 year old but was at grade three level in her comprehension skills. Ms. Manocha mentioned this student's amazing pictorial representation skill so after visit to Paris, when she was asked to write about it, with the help of her mother, the student was able to write a day-wise paragraph (one for each day) into her note book. Ms. Manocha later gave her passages from these paragraphs and used it for assessment.

After the group presentations were over, it was time to finally conclude the workshop. Prof. Julka addressed the participants with a vote of thanks for their sincere efforts. She also thanked Prof. Sinclair and Prof. Manju Jain for joining the session during presentations.

## **Output**

The three day workshop witnessed an intensive engagement of participants to adapt the NCERT syllabus for primary classes in four subject areas; Maths, English, Hindi and Environmental Studies (EVS). The adaptations were made in three major domains- Content, Teaching Strategies and CCE/Evaluation (One sample from each area is attached at Annexure V). These adaptations were developed mainly in the form of suggestions given in these three domains along with a variety of TLM displayed (currently being used by the teachers in their respective schools) and developed by the participants during this workshop. Some of the TLM included adapted worksheets, games for specific subjects and material like adapted sheets for writing, embossed sheets (for tracing and writing, to be used by child with visual impairment). The suggested adaptations as well as the sample of these materials will be available with the final document on adaptations (to be prepared later by DEGSN, NCERT (Sample TLM and worksheets from is attached at Annex VI).

The workshop also served as a platform for a discussion with the teachers on their expectations regarding the content and form of a manual. This manual is to be developed by DEGSN for teachers under this project on curriculum adaptation.

**Annexure I****List of Participants**

<b>S. No.</b>	<b>Name of The Participant</b>	<b>Name of the Institution</b>
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26	Ms. Shabana Siddiqui	
27	Ms. Natalia Mufel Email- nmufel@unicef.org	<b>UNICEF</b> 73, Lodi Estate New Delhi
28	Ms. Amita Tandon	

29	Dr. Anupriya Chaddha	<b>TSG, Ed.CIL</b> 501, Vijaya Building Barakhamba Road Delhi-110001
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32	Dr. A. K. Rajput	
33	Dr. Kavita Sharma	
34	Dr. Kirti	
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**Annexure II**

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

**Programme Schedule**

Venue: Room No. 229, CIET, NCERT, 16 B Sri Aurobindo Marg, New Delhi  
October 23-25, 2013

**October 23, 2013**

9.00 – 11.00am	<ul style="list-style-type: none"><li>• <b>Registration</b></li><li>• <b>Welcome and Introduction</b></li><li>• <b>Introducing the Workshop</b></li><li>• <b>Sharing national and international Experiences on Curriculum Adaptation: Presentation by Ms. Natalia Mufel, UNICEF</b></li></ul>
11.00- 11.15am	<b>Tea Break</b>
11.15am- 1.00pm	<b>Group work for Curriculum Adaptation</b>
1.00 - 2.00pm	<b>Lunch</b>
2.00 - 3.30pm	<b>Discussion and Presentations by the Groups</b>
3.30 - 4.00pm	<b>Tea Break</b>
4.00 - 5.30pm	<b>Group work cont.</b>

**October 24, 2013**

9.00-11.15am	<b>Group Work: Curriculum Adaptation</b>
11.15-11.45 am	<b>Tea Break</b>
11.45am - 1.00 pm	<b>Group Work cont.</b>
1.00- 2.00 pm	<b>Lunch</b>
2.00-3.30 pm	<b>Group Work cont.</b>
3.30-4.00pm	<b>Tea Break</b>
4.00-5.30 pm	<b>Group Work cont.</b>

**October 25, 2013**

9.00-11.30 pm	<b>Group Work: Curriculum adaptation</b>
11.30-11.45 am	<b>Tea Break</b>
11.45am-1.00 pm	<b>Group Work cont.</b>
1.00-2.00 pm	<b>Lunch</b>
2.00-5.00 pm	<ul style="list-style-type: none"><li>• <b>Discussion, Presentations by the Groups</b></li><li>• <b>Observations by Prof. Sinclair (Director, NCERT)</b></li><li>• <b>Vote of Thanks and Closing</b></li></ul>

## Worksheet for Curriculum Adaptation

<b>Class:</b>		<b>Subject:</b>		
Content	Teaching Strategies	CCE	General Adaptation	Specific Adaptation

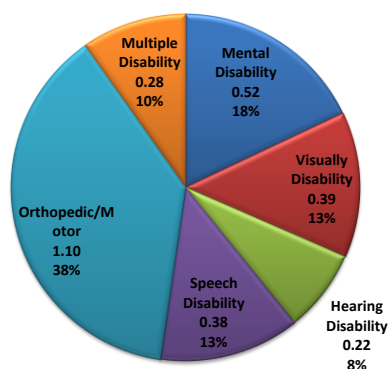
**Presentation By Ms. Natalia Mufel**

**Inclusive Education**

Natalia Mufel,  
Education Specialist  
UNICEF

**Population of children with disabilities and types of disability**

•Estimated total number of children in 6-13 age group is **190.58 million** , Out of this **2.90 million (1.51%)** are children with disabilities



Among the total estimated children with disabilities in the country 38% are with Orthopedic/Motor disabilities, 18% are with Mental disability, 13.6% Visual Disability.

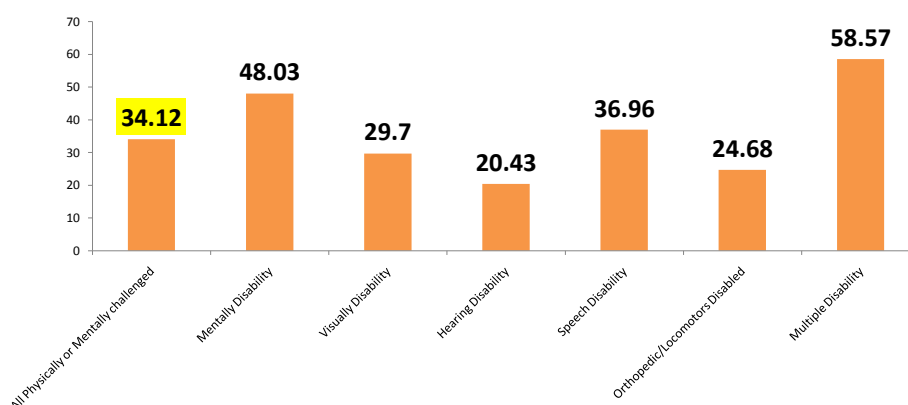
Source :All India survey of out-of-school children of age 6-13 years and age , SRI-IMRB , 2010

## Out-of-school children - Disabled children

- Out of 190.58 million children 8.15 million (4.27%) children are out-of-school , while out of 2.90 million disabled children **0.99 million (34.12%)** children are out- of –school
- Share of disabled children in total out-of-school children is **12.13%**, while their total share in population is **1.15%**

Source :All India survey of out-of-school children of age 6-13 years and age , SRI-IMRB , 2010

### Percentage of out-of-school children by type of disability



- Higher incidence of out-of-school children are in Mental disability, Speech disability and Multiple disabilities

Source :All India survey of out-of-school children of age 6-13 years and age , SRI-IMRB , 2010

## Inclusion Means

- Paradigm shift for education systems to include and serve ALL children
- Students with disabilities attend regular schools and classrooms
  - with their non-disabled siblings and peers
  - with the supports they require to succeed

## Misconception About Inclusive Education

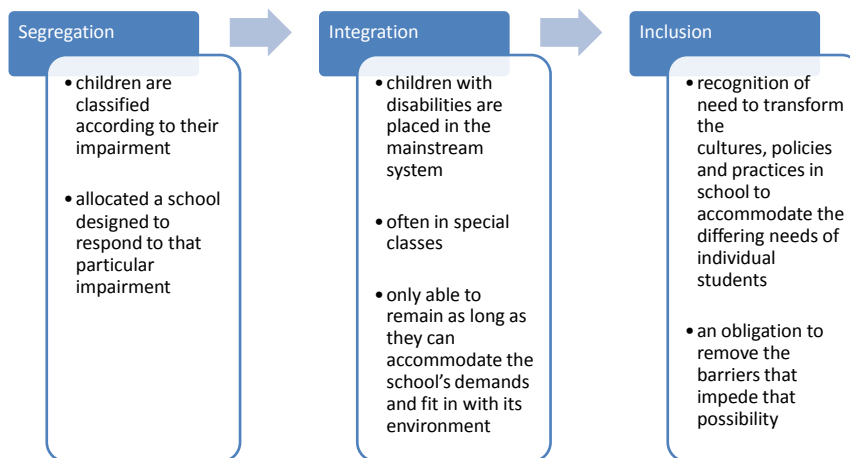
- Fitting in existing system

*Rather than*

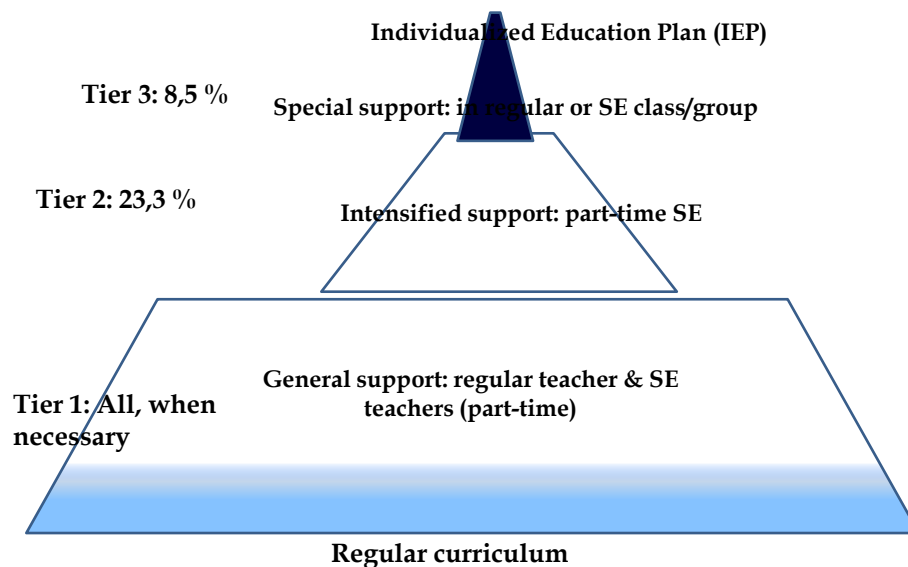
- Modifying schools and teaching methods to accommodate learning needs and styles of all



## Moving towards inclusive education



## Special education -> Support



## New generation of textbooks 2005



- Look like mainstream textbooks (cover, topics, stories, illustrations), but explanations and tasks are different
- useful for all students, who have learning difficulties

## How inclusion is accomplished 2

- **Free transportation** to and from school is provided by the Municipality
- **Support teachers** take a two years specific specialisation course and are paid by the school administration
- **Assistant/educator for mobility** and personal hygiene at school and for afternoon home assistance is provided by the Municipality
- **Specific didactic material** is supplied
- **Programme agreements among the different public institutions**

## The professionals for inclusive education in Italy I

The professionals for the inclusive education in Italy are the **support teacher** and the **social educator**.

They are educated at the Faculty of Sciences of Education (3+2).

The support teacher works in classes in which are included disabled children (max. 2) and he/she teaches all pupils/students.

## The professionals for inclusive education in Italy II

The **social educator** works for the social inclusion particularly in community services (day care centres, group homes, etc)

The social educator assists disabled children with severe disability at school and sometime at home.

They are hired by non profit organisations. NGOs work for Municipalities or Local health units

## Assessment of progress of primary/middle school

- The students with disability are assessed by their respective Class councils according to the tailored educational plan drawn up by them.
- Those that follow a syllabus according to ministerial syllabuses, even simplified and reduced, in kindergarten, primary or middle school, obtain a legal assessment as all the other schoolmates.
- At the end of primary/middle school, except in the most severe cases, a **diploma** is normally issued.

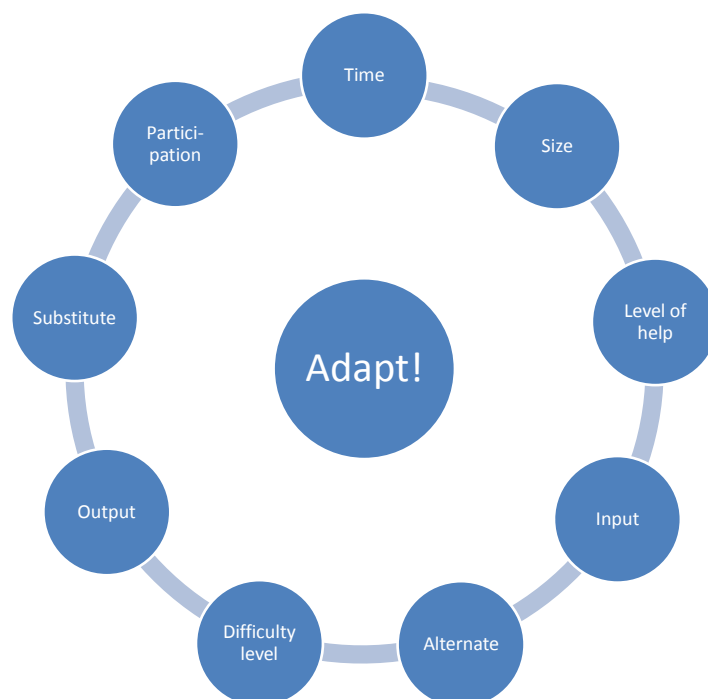
## Best Practices in Inclusive Education

A study on best practices (Budiyanto, 2011) among four countries (Australia, India, Japan & Thailand) observed the following positive practices promoting inclusion in all the four countries:

- Compulsory education as protection of Rights
- Competency based curriculum
- Resource support and teacher preparation
- Differentiated instruction in regular class
- Modified evaluation based on the level of the student.

## Differentiated Instruction

- Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001)
- Ancient Guru kul system in India – Goal directed learning using varied methods based on the student's ability and potential...



## Content Adaptation for Students with ID

The cognitive demand following sensory input in learning a lesson involves an adaptation related to:

- attention,
- thinking,
- memory.

Therefore, reduce the content without losing the main concept and idea.

Restructure the content to suit the child in need

## Universal Design for Learning (UDL)

The development of adaptable curricula by means of three principles - Flexible methods in

***Presentation, Expression and Engagement***

- It leads to three distinct learning networks in the brain: ***recognition, (e.g. offer multiple options) strategy, (e.g. provide practice and feedback) and affect (e.g. adjust levels of challenge).***
- This will automatically take into account the unique learning styles in each child.

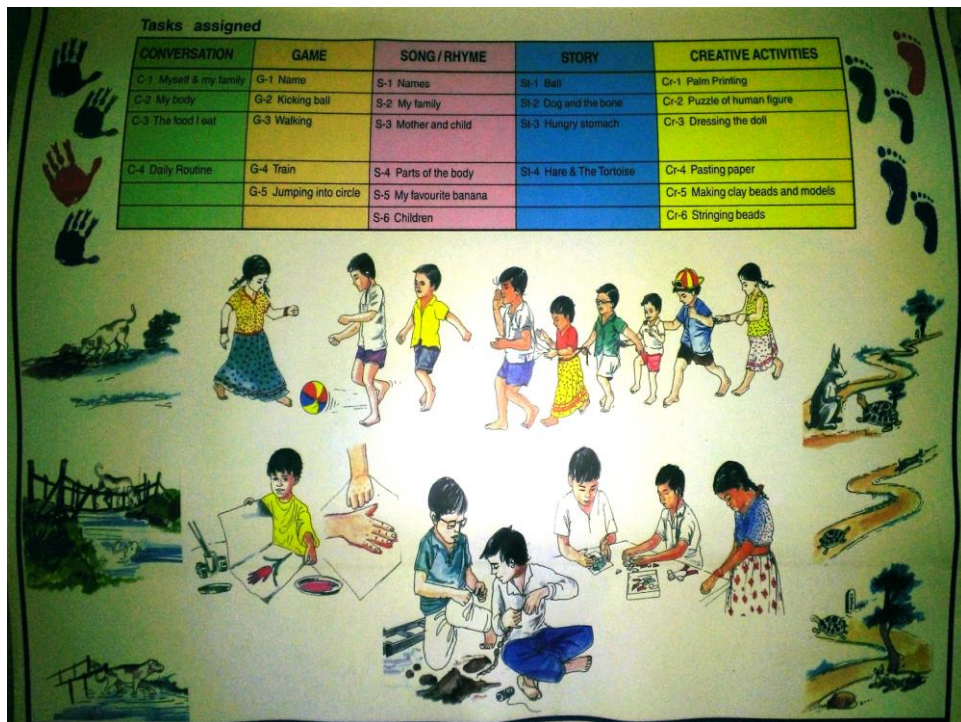
# Package Contents

## 1. CALENDAR

➤ 10 months curriculum, month - wise objectives and activities list with representative pictures.

➤ Activities are divided into 5 teaching strategies with headings:

- CONVERSATION (Green)
- GAMES (Brown)
- SONGS (Pink)
- STORY (Blue)
- CREATIVE ACTIVITY (Yellow)





MR



LV



VI



HI



PI






M1-C1

## MYSELF AND MY FAMILY



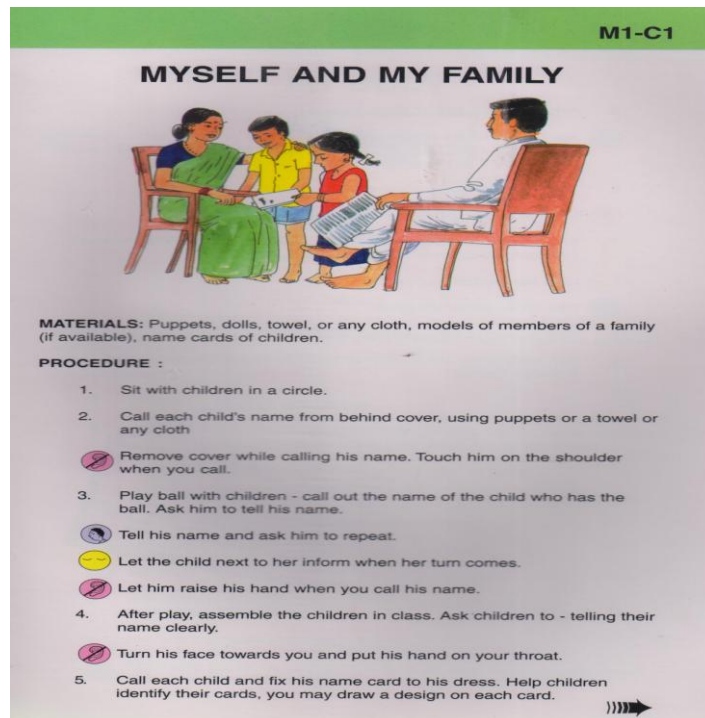
**MATERIALS:** Puppets, dolls, towel, or any cloth, models of members of a family (if available), name cards of children.

### PROCEDURE :

1. Sit with children in a circle.
2. Call each child's name from behind cover, using puppets or a towel or any cloth.
  -  Remove cover while calling his name. Touch him on the shoulder when you call.
3. Play ball with children - call out the name of the child who has the ball. Ask him to tell his name.
  -  Tell his name and ask him to repeat.
  -  Let the child next to her inform when her turn comes.
  -  Let him raise his hand when you call his name.
4. After play, assemble the children in class. Ask children to - telling their name clearly.
  -  Turn his face towards you and put his hand on your throat.
5. Call each child and fix his name card to his dress. Help children identify their cards, you may draw a design on each card.







## References

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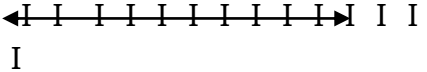
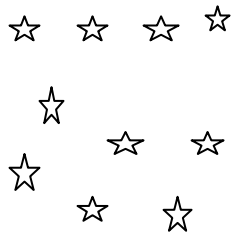
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Thank you!

**Annexure V**

**SAMPLE GROUP WORK ON ADAPTATIONS IN SPECIFIC SUBJECT AREAS**

**Note:** This exercise was directed towards Universal Design of Learning, implying that adaptations be done in such a manner that all children including CWSN can benefit and learn.

Class- III		Subject- Mathematics		
Content	Teaching Strategies	CCE	General Adaptations	Specific Adaptation
<b>Division</b>  Explaining concept	Use material from the class and ask the children to share it equally  Repeated subtraction  Number Line (9/3)  		Give picture worksheet and ask children to make equal groups   Divide these 10 flowers equally in 5 groups or  Make 5 equal groups	For children with fine motor difficulties give them cards as paper is thin to bold.  For VI children give bigger picture.  Start with dividing into 2 or 3 equal groups. Not more.  If a child is not sure of multiplication will not be able to do division.

	<p>How many times it jumped.</p> <p>Focus on <u>equal division</u></p> <p>Cut outs of hats and ask to give out equal hats etc.</p>			
<p>Relate division with multiplication</p> <p>Completes division facts</p>	<p>Start with multiplication for example ask children to put 3 pencils in 5 boxes and find how many pencils needed.</p> <p>Similarly ask the other group to divide 15 pencils equally in 5 boxes.</p> <p>Let children explore the relationship between division and multiplication</p>		<p>Worksheets given on NCERT text book (Maths- Magic) page 160-176 can be used</p>	<p>For children with LD, ID or ASD write one problem on per page.</p> <p>Card and cutouts for children with motor disability.</p>
Division symbol	<p>Introduce symbol</p> <ul style="list-style-type: none"> <li>• Cut outs of 2 circles and 1 rectangle bar</li> <li>• Showing on the board and asking to copy.</li> </ul>		<p>Keep the multiplication tables as a clue.</p>	<p>For IDs give individual multiplication table strip as a visual clue.</p>

	<ul style="list-style-type: none"> <li>• Use stick and bindi</li> <li>• Show repeated subtraction and link with division.</li> </ul> <p>There are 20 books keep 5 books in each shelf.</p> <p><math>20-5=15</math></p> <p><math>15-5=10</math></p> <p><math>10-5=5</math></p> <p><math>5-5=0</math></p> <p><math>20/5=4</math></p>			
Mental Arithmetic	<p>Teach children making 10 and 20 to do quick calculation.</p> <ul style="list-style-type: none"> <li>• Teach them regrouping the numbers</li> <li>• Teach number bonds of 5 &amp; 10</li> <li>• for example write patterns which make 10 picture</li> </ul>		<p>We can use story as page number(6)</p> <p>Mummy number (4)</p> <p>Baby number(2)</p> <p>Mummy + baby=papa</p> <p>Baby=mummy + papa</p> <p>Papa-mummy=baby</p> <p>Papa-baby=mummy</p>	<p>Children with ID may need paper pen to do the sums.</p> <p>Some children may just be able to do single digit number mentally</p>

Doubles	<ul style="list-style-type: none"> <li>Through rote learning</li> <li>Put the chart of doubles on the notice board.</li> </ul>			<p>Some children may just learn single digit doubling</p> $4+4=8$ $5+5=10$ $2+2=4$ etc.

Class- I & II			Subject- English	
Content	Teaching Strategies	CCE	General Adaptation	Specific Adaptation
Writing of Sentence	<p>First concept of a sentence: made up of words put in order, has to have a meaning.</p> <p><u>Pictures help to establish meaning</u></p> <p>e.g.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Picture of a</div>	<p>Stress should be on expressive ability by way of ideas, vocabulary, content and grammar (syntax)</p>	<p>Start with basic sentences to help the children to understand the structure.</p> <p>Picture and visuals to help vocabulary and idea build-up.</p> <p>Focus on punctuation, start with a capital end</p>	<p><u>Children with language difficulties</u> need word banks, examples, pictures with details</p> <p>They will require regular prompts and repetition.</p> <p>Option of pointing</p>

	<div>sky</div> <div>sun</div> <div>The Sun is in the</div> <div> <div>Picture of a flower</div> <div>flower</div> <div>This is a red</div> </div> <div> <div>Ordering jumbled sentences with flashcards, then in note books.</div> </div> <div> <div>Picture of a cat on a mat</div> <div>a mat</div> <div>cat on The</div> <div>The cat on</div> <div>a mat.</div> </div>	<div> <div><u>For Children</u></div> <div><u>with visual</u></div> <div><u>difficulties;</u></div> </div> <div>Enhance tactile and real life experience input and personalize expression.</div> <div>Give the child a scribe, tell him/ her you/buddy is writing what he/she says.</div> <div>Oral responses based on auditory input.</div>	<div>with a full stop.</div> <div>In jumbled sentences ask them to find out what is being written about: cat, sun.</div> <div>Help extension of sentences with details: when, how, which.</div>	<div>out, using flashcards should be provided.</div>
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	<p><u>Sentence starters</u></p> <p> <div>Picture of a diya</div> <div>On Diwali I _____</div> </p> <p> <div>Picture of a butterfly</div> <div>I saw a -----</div> </p> <p>Cloze (fill in the blanks) with given word</p> <p>E.g. Black, sweet, fast, tiny</p> <p>1.The mangoes were_____</p>	<p><u>Children with language and speech related difficulties .</u></p> <p>Allow options by way of help words, pictures.</p> <p>Allow them to color, paste and demonstrate answers.</p> <p>Allowing activities like matching.</p> <p>Provide a scribe.</p> <p><u>Children with attention</u></p>		
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	<p>2.The rabbit ran_____</p> <p>3. The ant is a _____ insect.</p> <p>4. My hair is _____</p>	<p><u>problems:</u></p> <p>Assess in steps/break down number of items for assessment.</p> <p>Allow them to rearrange flashcards to make sentences instead of writing.</p> <p>Allow oral responses.</p> <p>Involve in kinesthetic activities.</p>		
Writing of sentences	<p>Auditory</p> <p>Beginning with structured sentences such as:</p>		<p>Encourage children to speak in full sentences.</p> <p>Stress the use of The, My, I, A to begin</p>	<p><u>For children with visual difficulties.</u></p> <p>Help the child to start</p>

	<p>I am 7 years old.</p> <p>My name is _____.</p> <p>The dog drinks milk.</p> <p>An apple is red.</p> <p>Orally said by the teacher repeated by students and encouraged to make similar sentences.</p> <p>Sentence closure</p> <p>The teacher says a sentence beginning children finish it.</p> <p>E.g. My hair is _____</p> <p>The stars shine _____</p> <p>Pick out the wrong word children listen to a sentence say the word which is wrong:</p> <p>E.g. The red sheep likes grass.</p> <p>My teeth are soft.</p>		<p>sentences initially.</p> <p>Demonstrate how sentences can have various endings.</p> <p>E.g. My hair is black, short, shiny, wet</p> <p>Encourage joining of ideas to make a complex sentence.</p> <p>E.g. My hair is short, Black and shiny.</p> <p>Encourage children to get into groups to make sentences with a 'misfit' word.</p> <p>Provide options and</p>	<p>making sentences about him/her.</p> <p>Give various options to initially help compare sentences.</p> <p>E.g. My dog likes: to run, biscuits, bones (options)</p> <p>Let them experience by touch physical attributes to help make sentences.</p> <p>E.g. Touch a warm cup.</p> <p>Make a sentence;</p> <p>The cup is hot.</p> <p>Auditory input by</p>
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			prompts by way of words, starters, pictures experiences.	music sounds: leaves rusting, dance music to enhance expression.
Writing of sentences	<p><u>Kinesthetic &amp; Tactile</u></p> <p>Role play, action, doing something and describing it.</p> <p>Animal masks children can color – stand and speak about it as a role play.</p> <p>E.g. TIGER – I am the national animal. I am orange with black stripes. I hunt for food.</p> <p>Action based on verbs. Get children to do dumb charades. Others guess.</p> <p>Rohit is drinking: milk , water</p> <p>Seema is sleeping: in her bed, at</p>		<p>Involve all children, give voles as per ability.</p> <p>Rehearse with the child so they are confident while presenting.</p> <p>Provide sufficient resource and stimulation.</p> <p>Encourage varied responses.</p> <p>Help children make</p>	<p>For language and speech and attention difficulties.</p> <p>Make all children participate, use buddy to help.</p> <p>Make material tactile for visual children.</p> <p>Encourage use of gestures to add to expression.</p> <p>Children with attention problems</p>

	<p>night.</p> <p>Encourage varied response.</p> <p>Children with word flashcards are to unjumble themselves to make a sentence.</p> <table><tr><td>I</td><td>am</td><td>a</td><td>boy</td></tr></table> <p>Pasting of flashcards to make a sentence complete.</p> <p><b><u>Touch &amp; Feel objects</u></b></p> <p>Describe attributes</p> <p>Collect the objects.</p> <p>Attributes of</p> <p>color – texture</p> <p>size – volume</p>	I	am	a	boy		<p>their own flashcards in groups.</p>	<p>should be engaged in the running around, gathering and stacking away material.</p>
I	am	a	boy					

	E.g. The leaf is smooth and green.			
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Class - III to V			Subject – Hindi	
Content	Teaching Strategies	CCE	General Adaptation	Specific Adaptation
उद्देश्य 3 : बच्चों को बहुसांस्कृतिक व बहुभाषिक संदर्भों से जोड़ना	कार्य स्थलों पर बच्चों को ले जाकर भिन्न- भिन्न कार्यों का अवलोकन कराना तथा फिर कक्षा में चर्चा करना । स्थान :- सब्जी मंडी, पोस्ट ऑफिस अस्पताल खेत  बातचीत करने के लिए विभिन्न कार्य स्थलों से संसाधन व्यक्तियों (Resource Persons) को आमंत्रित करना । (या चर्चा के लिए)  बच्चों को अपने आसपास की कहानियों या	अवलोकन पर चर्चा करना ।          तुम्हें कौन सा	मुख्य शब्दों पर चर्चा व शब्द-जाल द्वारा          चित्र दिखाए जायेंगे ।	(कार्यपत्रिका) मिलान करो किसान - चित्र पुलिस - डाक्टर - दर्जी - नाई - मोची -   ♣ चलचित्र ♣ कार्य पत्रिक में चित्र

	किस्सों को संकलित करके लाना और फिर कक्षा में चर्चा करना ।	कार्यस्थल तथा कामगार अच्छा लगा । उसके बारे में एक अनुच्छेद लिखो ।	संसाधन व्यक्तियों (resource person) को कक्षा में आमंत्रित किया जायेगा तथा उनके व्यवसाय पर आधारित कहानियों की किताबें कक्षा में दी जायेंगी ।  श्यामपट्ट का अति प्रयोग किया जायेगा । कार्य पत्रिका के द्वारा पुनरावृत्ति	और वस्तु निष्ठ प्रश्न। ▲ हर व्यवसाय के मुख्य बिन्दु को प्रवाह चित्र (flow chart) से दर्शाना।
उद्देश्य 3. (b) कल्पनाशीलता सृजनात्मकता का विकास	1) चित्र कार्ड दिखाकर बच्चों को उस विषय पर लेखन के लिए प्रेरित करना । 2) अधूरी कहानी को पूरा करो । (चित्र या वाक्यों द्वारा) 3) अगर एक दिन सूरज न आए तो – ऐसे सृजनात्मक विषयों पर कहानी बनाना चर्चा करना आदि।	चर्चा में प्रतियोगिता के आधार पर नाट्य रूपांतरण में प्रस्तुति और लेखन के आधार पर मूल्यांकन । सुनने की क्षमता,	बहु-संवेदी व विभिन्न प्रकार की गतिविधियों व कौशलों द्वारा छात्रों को कल्पनाशीलता व सृजनात्मकता को बढ़ावा देना	Same (समान रूप से)

<p>उद्देश्य : 3 (b) कल्पनाशीलता सृजनात्मकता का विकास 3 (c) - भाषा के सौंदर्य को सराहने की योग्यता का विकास</p>	<p>4) साप्ताहिक समाचार पत्र बनाने के लिए उत्साहवर्धन करना 5) त्यौहारों तथा विशेष दिवस को कैसे मनाया अपने संस्मरण लिखो ।</p> <p>(1) भूमिका निभाना, नाट्य रूपांतरण, सहानुभूति (Empathy), संवेदनशीलता (Sensitivity), एवं दर्शकों की समझ (sense of audience) के विकास हेतु जैसे - कुर्सी, फूलदान, पेड़ आदि। (पशु-पक्षी) (2) लेखन-छात्र स्वयं को एक काल्पनिक चरित्र (वस्तु) में डालकर अपनी आत्मकथा लिखो</p>	<p>धैर्य, सुनने के कौशल (Listening skills) का मूल्यांकन भी करना ।</p> <p>अवलोकन के आधार पर बच्चों का मूल्यांकन (through observation)</p>		
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Class III		Subject – Environmental Studies (EVS)		
Content	Teaching Strategies	CCE	General Adaptations	Specific Adaptations
<b>1. Family &amp; Friends</b> <b>Relationships-</b> <ul style="list-style-type: none"> <li>Rewording the sub-heading “old and physically Challenged’ into “Diverse needs “.</li> <li>Reworded as “ means of communication” (Talking without speaking ,Mailing a letter)</li> </ul>	<ul style="list-style-type: none"> <li>Family Tree which was drawn or constructed in previous class III &amp; IV will be preserved to recall the concept.</li> <li>Photographs of the new family members (like, Aunt, cousin, etc.) should be added and the photographs of members who moved away should be eliminated.</li> </ul>	<ul style="list-style-type: none"> <li>Child should be able to identify the family members by pointing or labelling.</li> <li>Matching should be given to evaluate the concept of relation (like child will try to match the pictures of members who are closely related).</li> <li>Framing of questions is of importance. Larger prints/ enough space for answering.</li> </ul>	<p>Discussions about family. So that the child will be able to relate their family members to the members of his peer.</p>	<p>Content will be reduced for the children with Intellectual Disabilities as per need.</p> <ul style="list-style-type: none"> <li>Communication board with alphabets, pictures, expressing emotions, different occupations)</li> <li>Representation of a Family tree in different forms ( stick-ons, ice cream sticks, matchsticks, straws, cut-outs, photos etc.</li> <li>User friendly worksheets including multiple choice, closed ended questions. Yes/No,</li> </ul>



		<ul style="list-style-type: none"> <li>• Other ways of communication / calling attention( tapping on the table, nodding, ring a bell etc</li> <li>• Accepting flexibility in responses- gross &amp; fine motor amongst family members, clothing , gender , physique differences, eye colour, aids used, like walking stick / hearing aid/ spectacles , hair colour etc.</li> </ul>		<p>tick mark/ X.</p> <ul style="list-style-type: none"> <li>• Use of <i>akshar</i> boards, so letters join to form new words, key words, word bank of related words, words based on theme.</li> <li>• Simulation exercises like- feel / touch without seeing in the bag walk with closed eyes with a peer. Discussions preferably in small groups, role plays etc.</li> </ul>
<p><b>Plants:</b></p> <p>The content will be same</p>	<ul style="list-style-type: none"> <li>• Children will be taught about required plants by visiting the nearby park &amp; surroundings.</li> <li>• Flash cards can be used by</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility for CWSN in identifying the non-regional plants.</li> <li>• Multiple Choice questions, Odd one out</li> </ul>	<ul style="list-style-type: none"> <li>• Nature walks along with collection of things in peer groups.</li> <li>• Pre-cut leaves, actual leaves/ potted plant, semi-</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing worksheets can be adaptive for some in form of a dotted lines, cut-out of labels of its parts to be placed against picture, sand paper to feel the shape,</li> </ul>

	pictorial presentations for exposure to non-regional plants.	<ul style="list-style-type: none"> <li>V.I. child should be marked on the basis of oral response.</li> </ul>	<p>labelled diagram, flash cards of different plants with names.</p> <ul style="list-style-type: none"> <li>Coloured diagrams with stick-ons to pin point on its parts/ simply by telling.</li> <li>Interaction with elders about farming done.</li> <li>Buddy projects: soaking a seed, planting into a pot,, scrap books with different themes/ pictures, collage with leaf printing / vegetables etc.</li> </ul>	<p>mixing of colours can be taught.</p> <ul style="list-style-type: none"> <li>Applying mehandi (heena) on skin can be adapted to applying on paper, using wooden blocks with handles, activity sheets much simpler instead of filling responses in geometrical shapes.</li> </ul>
<b>Animals</b>  Pet- Land- Aquatic	<ul style="list-style-type: none"> <li>Visits to a dairy or farm. So, that the child can gain fine experience.</li> <li>V.I. child can explore by smell,</li> </ul>	<ul style="list-style-type: none"> <li>If a child is able to identify the animal or 2/3 characteristics of the animal it should be marked.</li> </ul>	<ul style="list-style-type: none"> <li>Handmade masks, picture cards/ flash cards, toys, hand puppets, real life examples can be used, clay / dough can be used</li> </ul>	<ul style="list-style-type: none"> <li>Plays/ poems can be created by groups. Children with speech &amp; language difficulties may enact/use gestures</li> <li>All discussions need</li> </ul>

Wild- Land – Aquatic  The core content would be same. Content would be modified for children & ASD, M.R. & L.D	texture, size etc.	<ul style="list-style-type: none"> <li>Matching should be given.</li> </ul>	<p>to make pug marks, beaks etc.</p> <ul style="list-style-type: none"> <li>Recordings of sounds made by different animals, mimicking voices, pre-recorded Hindi / eng. stories on animals/ birds.</li> </ul>	<p>prior orientation of the children with speech difficulties/autism/intellectual impairment about outcomes, objectives, related help words, varied acceptable responses in the groups.</p> <ul style="list-style-type: none"> <li>Pet day/ Pashu Mela in the school, exposure to different animals.</li> </ul>
<b>Work and Play-</b> <ul style="list-style-type: none"> <li><i>Work around me</i> - content generalize role of women and men in both urban and rural settings</li> <li>Gender bias images of men and women should not be</li> </ul>	<ul style="list-style-type: none"> <li>Everyone should be encouraged to play all the games regardless of gender discrimination.</li> <li>Introduction of material/equipments used for play e.g. Bat Ball, doll, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative play should be encouraged.</li> <li>Child should be able to identify the use of material or identify the material needed for a particular game.</li> </ul>	<ul style="list-style-type: none"> <li>Content will be reduced for special children.</li> <li>The local games should be clubbed together in clean work- dirty work</li> <li>People from diverse occupations from the community coming and talk.</li> </ul>	<ul style="list-style-type: none"> <li>Use of adapted play material for V.I. and locomotor impaired children e.g. sand balls, embossed chess boards, for locomotor material should be added.</li> <li>Instead of activities like drawing daily schedule it can be sequence the activities / jobs for</li> </ul>

<p>depicted.</p> <ul style="list-style-type: none"> <li>• <i>Working children:</i> Can be clubbed with the above.</li> <li>• Introduction with needs of the family and how does the family work to satisfy these needs, connecting it to the roles and how children get involved not by choice.</li> <li>• Can talk about different living condition and then relate of need of everyone to work.</li> <li>• <i>Games we play</i> ( local games to be modified in terms of rules and how they look</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will allow the children to play in the play ground&amp; should be equipped with different play materials &amp; theme for atleast 10-15 minutes to identify the interest of each child.</li> </ul>		<p>Village hunt- looking for people with different occupations in real life, Days out- meet the farmer, spend time with a cobbler/ tailor etc.</p> <ul style="list-style-type: none"> <li>• Clean work- dirty work should be simplified for special children as the child with ID will not be able to understand the dignity and societal values.</li> <li>• Teach the child to clean hands after play.</li> <li>• Use of flash cards.</li> <li>• Rearrangement of play materials to their respective places.</li> </ul>	<p>self / different occupations. Teacher to have picture cards of activities &amp; child with impairment may put them in a sequence</p> <ul style="list-style-type: none"> <li>• Case study seems tough for everyone. Can have flexible format of submitting it. Collection of pictures only, by orally telling, pointing onto jobs, recording of jobs done by family members, face-to – face interaction.</li> <li>• Reflections on feelings/ emotions/ self worth while covering the topic of working children.</li> <li>• All peer indoor and outdoor games with modifications in how they look/ size and its rules for pairs / teams.</li> </ul>
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**Annexure VI**

**Sample Worksheet (CCE Adaptation)**

**कार्य पत्रिका - हिंदी**

1 शब्द से चित्र मिलाओ

छाता



नल



ताला



2 सही शब्द पर गोला लगाओ

तल, तला, ताला

3 शब्द/अक्षर सुनकर उन पर ऊँगली रखो या गोला लगाओ

कमल

तिनका

बाजा

काजल

4 शब्द पेटी में से अक्षर निकाल कर शब्द बनाओ

जे	ब	ती	र	म	क	ने	को
गा	दी	न	चा	सा	बि	है	ली

जैसे – तीन  
जेब

## **Sample Worksheet (Teaching Strategy Adaptation)**

### **Language**

**Note:** A sample sheet that can be used for theme based creative writing (on imaginary characters like ghosts). Such a sheet can be provided with lines size and line spacing as per the special need of the child. The lines can be embossed with the help of glue or raised paint for a child with visual impairment.



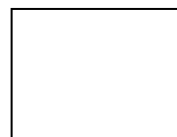
## Sample Worksheets (Teaching Strategy Adaptation)

### Maths

(Courtesy: The Sri Ram School, Vasant Vihar)

Name: \_\_\_\_\_ Class IV \_\_\_\_\_ Date \_\_\_\_\_

- Count and write the total amount



Count the given notes and open that many finger and count them as 10, 20, 30,

40, 50 = ₹ 50



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = ₹ \_\_\_\_\_



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = ₹ \_\_\_\_\_

The image displays a 3x3 grid of nine Indian 10 Rupee banknotes. Each note features a portrait of Mahatma Gandhi on the right side and the Reserve Bank of India logo on the left. The text on the notes includes 'भारतीय रिज़र्व बैंक' (Reserve Bank of India) and '10 दस रुपये' (10 Ten Rupees). The serial number '19F 666666' is visible on each note. The notes are arranged in three rows and three columns, showing different serial numbers and security features.