



Innovative practices promoting education of children with special needs in inclusive settings

**ALL EQUAL
ALL
DIFFERENT**

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Actionable collaboration based on - **current needs, future prospects and NCERT's core areas of strengths**

Salient innovative practices for promoting education of children with special needs in inclusive settings

Part I: *Preparing a **Reading Series** (Barkhaa)- for all children including children with special needs at primary level according to **Universal Design for Learning (UDL)***

Part II: ***Tool for analysing textbooks from IE perspective at the primary level.***

- Training Packages and Handbooks
- Frequently Asked Question Booklets

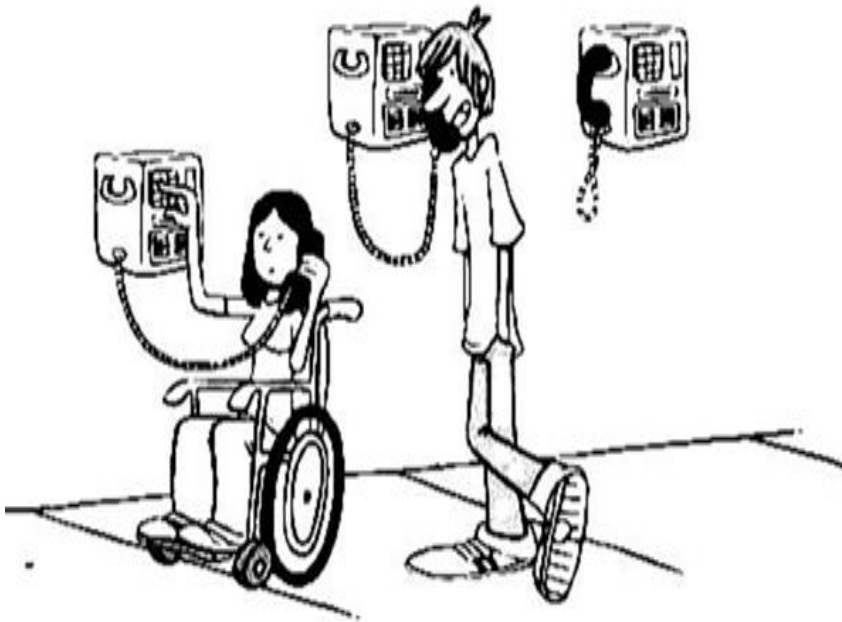


Preparing a Reading Material (Barkhaa Series) for all children including children with special needs according to Universal Design for Learning (UDL)



Preparing reading material for early graders according to Universal Design for Learning (UDL) principles

UDL



Importance of Supplementary Reading

Focusing on textbooks alone leads only to acquiring:

- ❖ basic knowledge and factual information

Need for expanding reading by going beyond textbooks to:

- ❖ encourage meaningful, engaging and joyful learning.
- ❖ reinforce what is taught in the classroom and;
- ❖ develop other skills in children like locating, selecting, organizing, analyzing, and presenting information.
- ❖ respecting the reading choice.

Children with disabilities often:

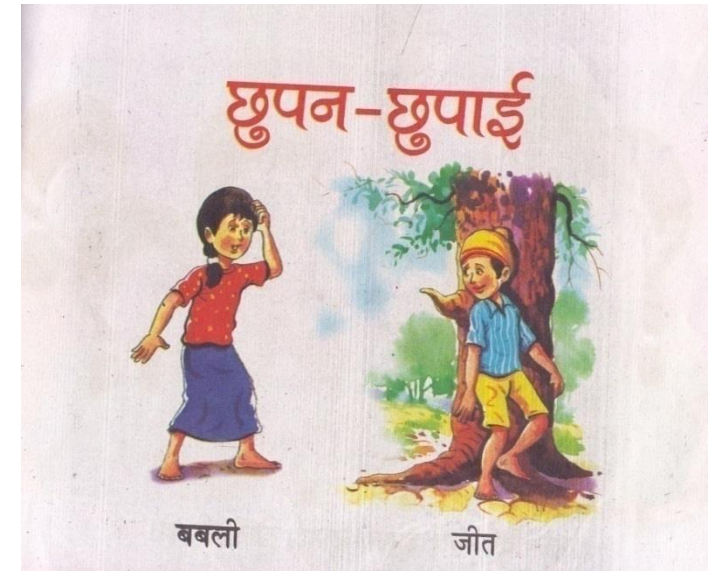
- *shy away from independent reading*
- *rarely gain the practice needed for fluent reading*

The Barkhaa Series

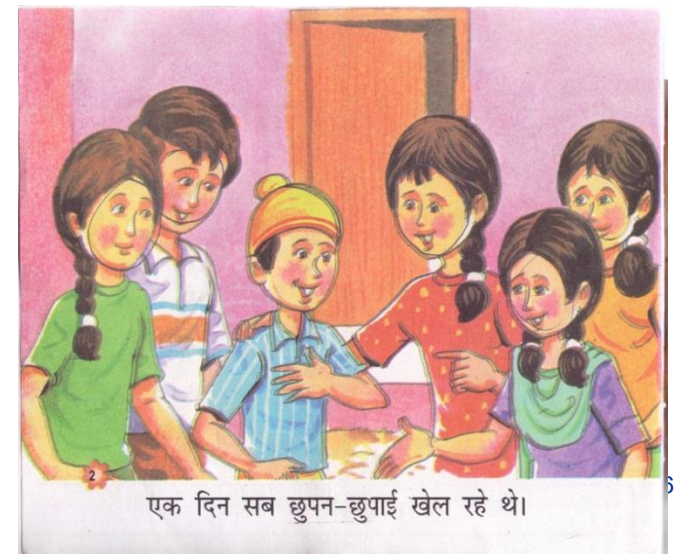
Barkhaa the 'Graded Reading Series' developed by Department of Elementary Education(DEE), NCERT for developing reading skills during early years.

Reading **Barkhaa** series enables children of classes I and II to:

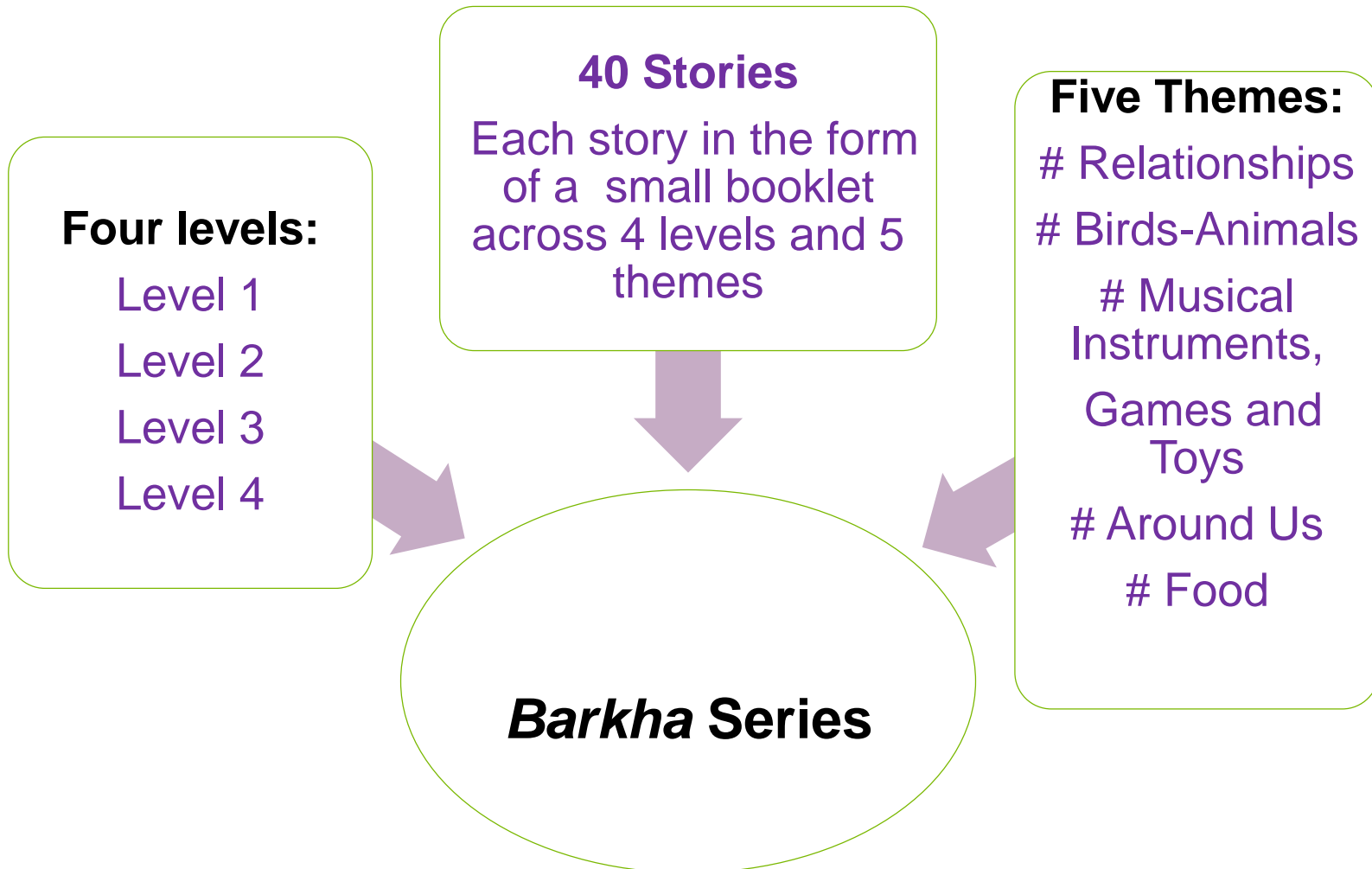
- ❖ Develop reading skills
- ❖ Children learn to read with meaning and for pleasure
- ❖ Re-read previously read books
- ❖ Children understand several concepts from new perspectives



Each page has a visual and text



Barkhaa Series: Format



- ❖ Stories based on children's contexts and everyday experiences.
- ❖ Every theme has eight stories revolving around events/problems
- ❖ Illustrations on every page- to give flight to children's imagination.
- ❖ Sentences are based on spoken language
- ❖ Characters are of intended readers' age

Variation in levels:

- Sentences and illustrations
- Number and complexity of sub-plots
- Syntax



Barkhaa Series
to
Barkhaa: A Reading Series for 'All'

Adapted *Barkhaa* - A Reading Series for 'All'

Unique Features

- Accessible and customised reading material **addressing unique learning needs** for all young readers including CWSN .
- All 40 Booklets are adapted both in **PRINT and DIGITAL VERSION** according to UDL **while retaining the essence of the original Barkhaa series.**



All children read 'one book'- true inclusion

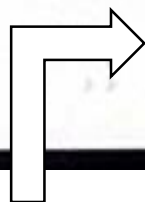
Key Features of Barkhaa: A Reading Series for 'All'

Print Version

Text in **print and Braille on same page**, thus accessible to all children



● एक दिन सब छुपन-छुपाई खेल रहे थे। ●

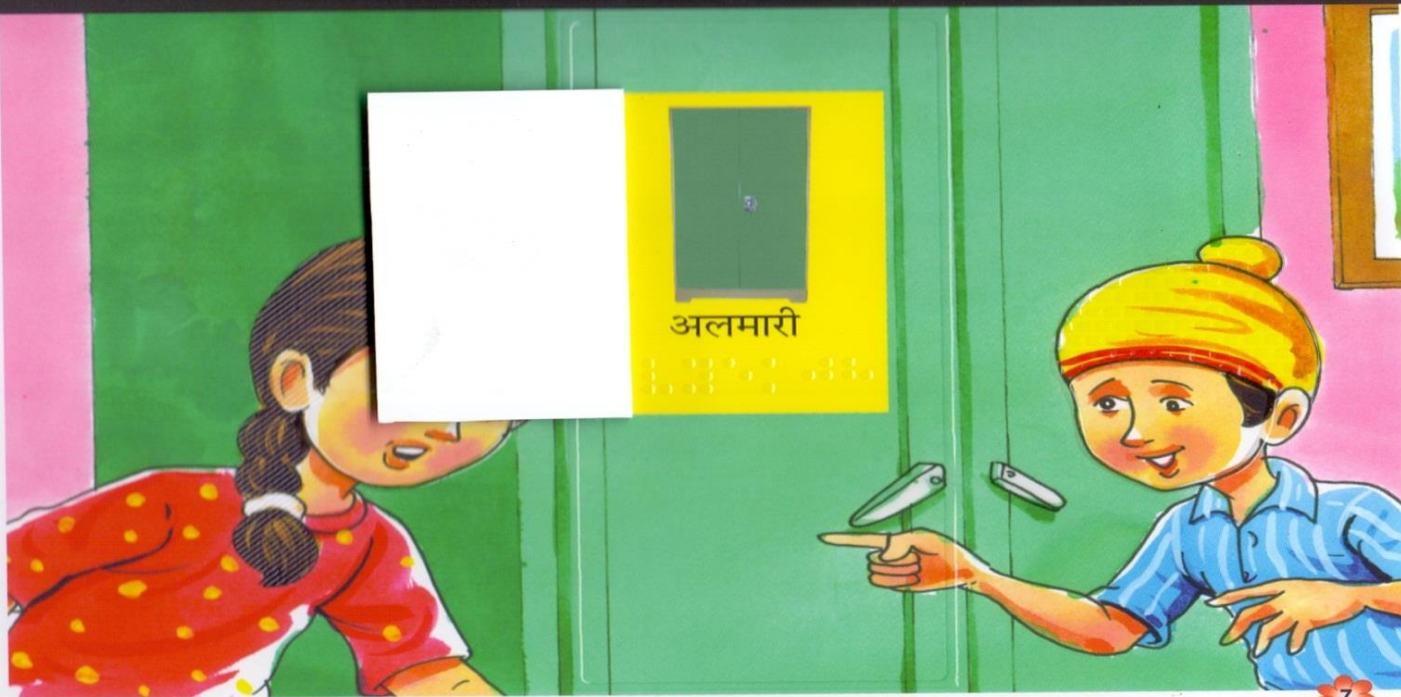


Poly Braille is used:

- **Invisible**
- Much **longer shelf life** than Conventional Braille
- Can be used on both sides of the paper
- Can be **imposed on printed text** making it accessible to all including non sighted.

Contd...

Picture windows / flashcard for key words (in print and Braille) to reinforce words through real images.



● बबली अलमारी के पीछे मिल गई। ●

7

Key Features of Print Version

According to the text , **key visuals** on each page in the book are made **in high resolution**. It helps to focus on the important events of the story.



● उस दिन जीत की बारी थी। ●



Visuals made accessible in *tactile form* (embossing and computerised texturing), thus accessible to all children



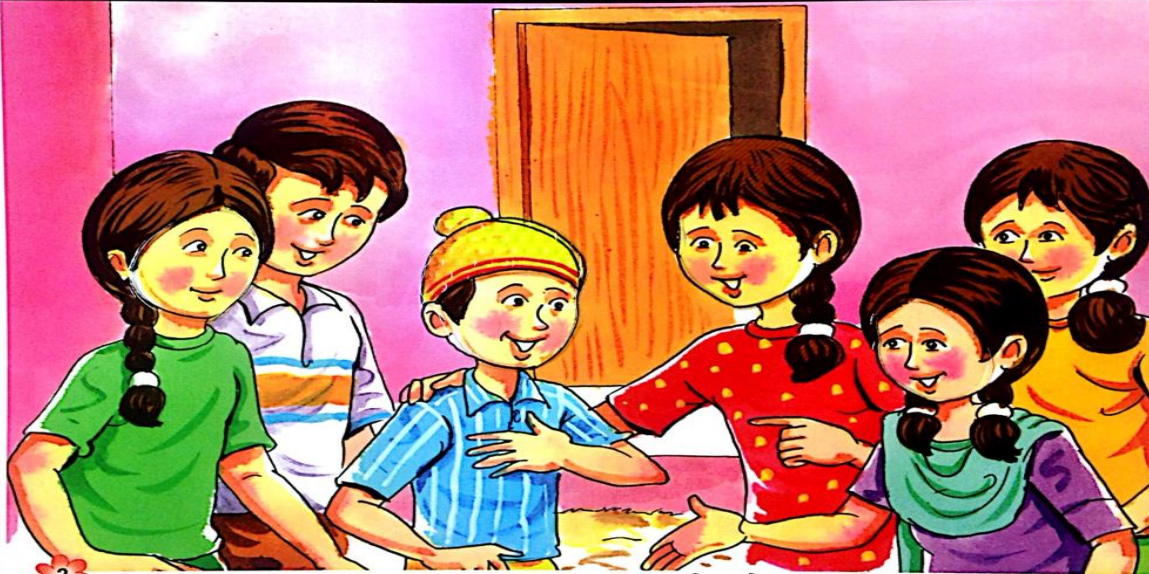
Embossed Face outline

**Computerised texture of
curtain and turban of Jeet**

12

● जीत ने नाज़िया को चादर के पीछे ढूँढ़ा। ●

1. **Black border** on all four sides to bring focus to the illustration and text.
2. **Green dot and red dot** to indicate beginning and end of the sentences
3. **Arrows** that indicate next page



2

● एक दिन सब छुपन-छुपाई खेल रहे थे। ●



Adapted *Barkhaa* Series – Other Key Features of **Print Version**

- Page gradation to make it easy for all children to turn each page.
- *A Note for Teachers and Parents* at the end of each story booklet in Hindi and English to facilitate reading.
- **Other features listed in the Boucher...**

DIGITAL VERSION of *Barkhaa: A Reading Series for 'All'*

- Can be accessed on computers, laptops, mobile phones and tablets. To be available on NCERT website as part of e-pathshala.
- **Features listed in the brochure ...**



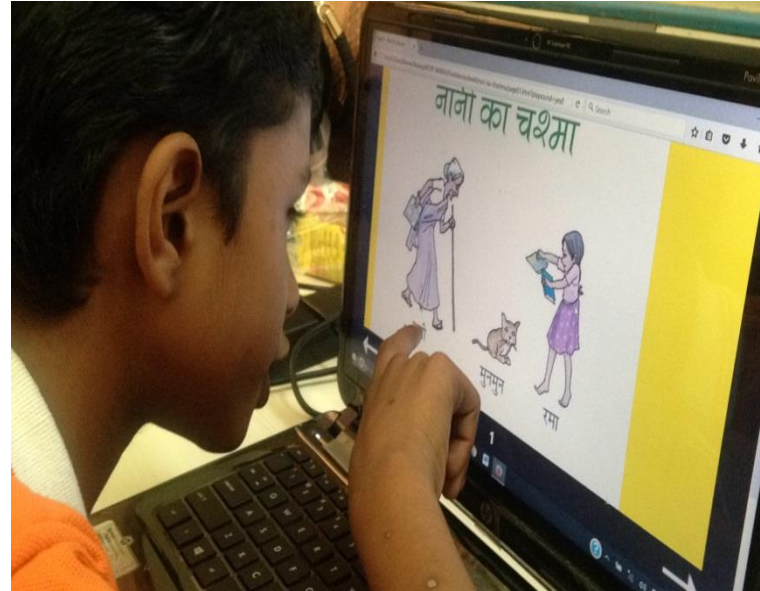
Preview of Digital version ►

Glimpses

Try out of the Print & Digital version of the adapted Barkhaa: A Reading Series for 'All'



Try out of the print booklet
in [Maharani Gayatri Devi
Girl's School, Jaipur,
Rajasthan](#)



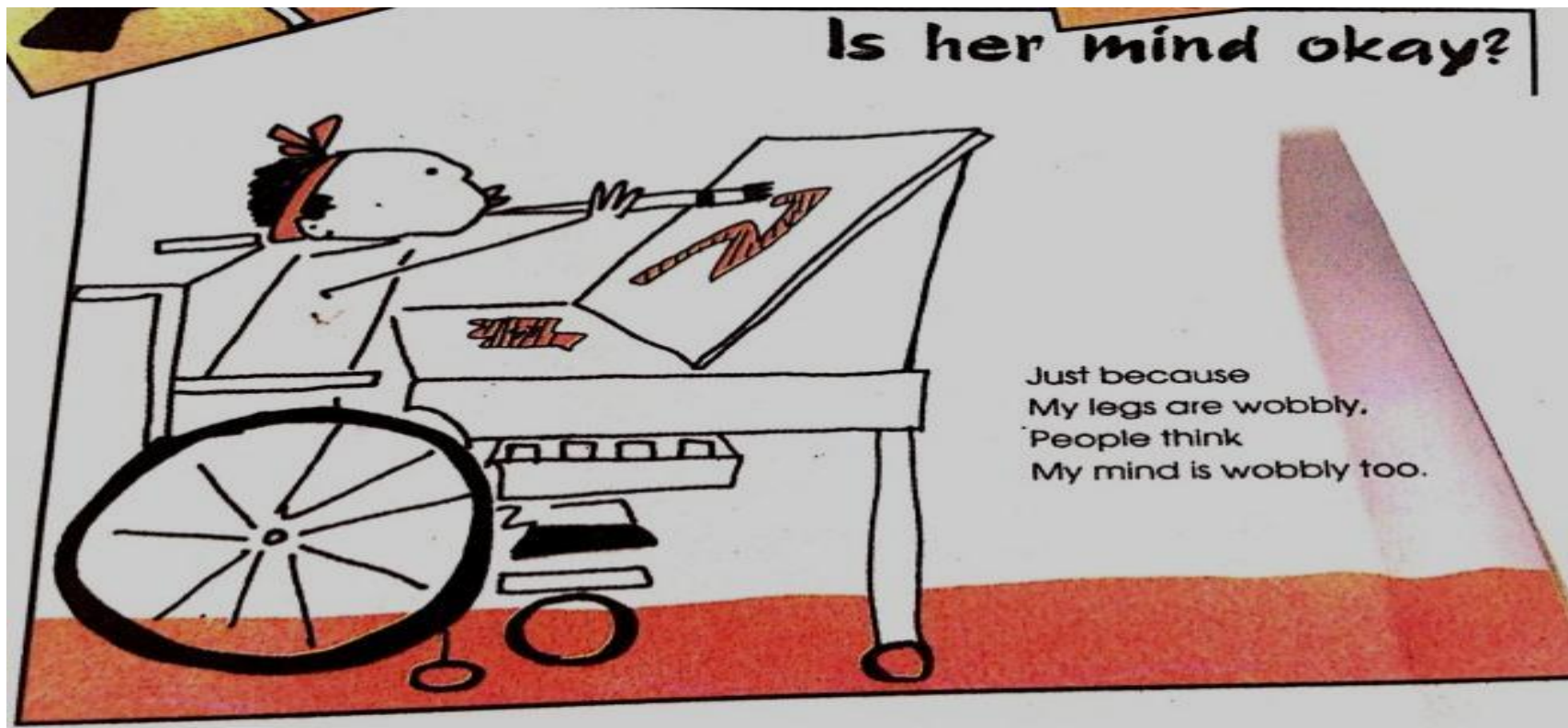
Try out of the Digital
booklet in [Saksham,
Delhi](#)

Developing TLM using the technique of ‘**Universal Design for Learning**’

- **Developing and promoting UDL based reading material in print at the primary level.**
- **Promoting Wider accessibility of digital version.**
 - Identifying networks and collaborating with other stake holders.

Part II

Lets meet **Anamika** and find out who is
she



Anamika in the illustration above is raising some pertinent concerns .

- *It is crucial to find ways in which textbooks do and can address these issues.*
- *Need to collectively deliberate on how she can use textbooks for her own learning along with other children in regular school classrooms.*
- *Inclusive curriculum can serve as the key for creating schools for all*

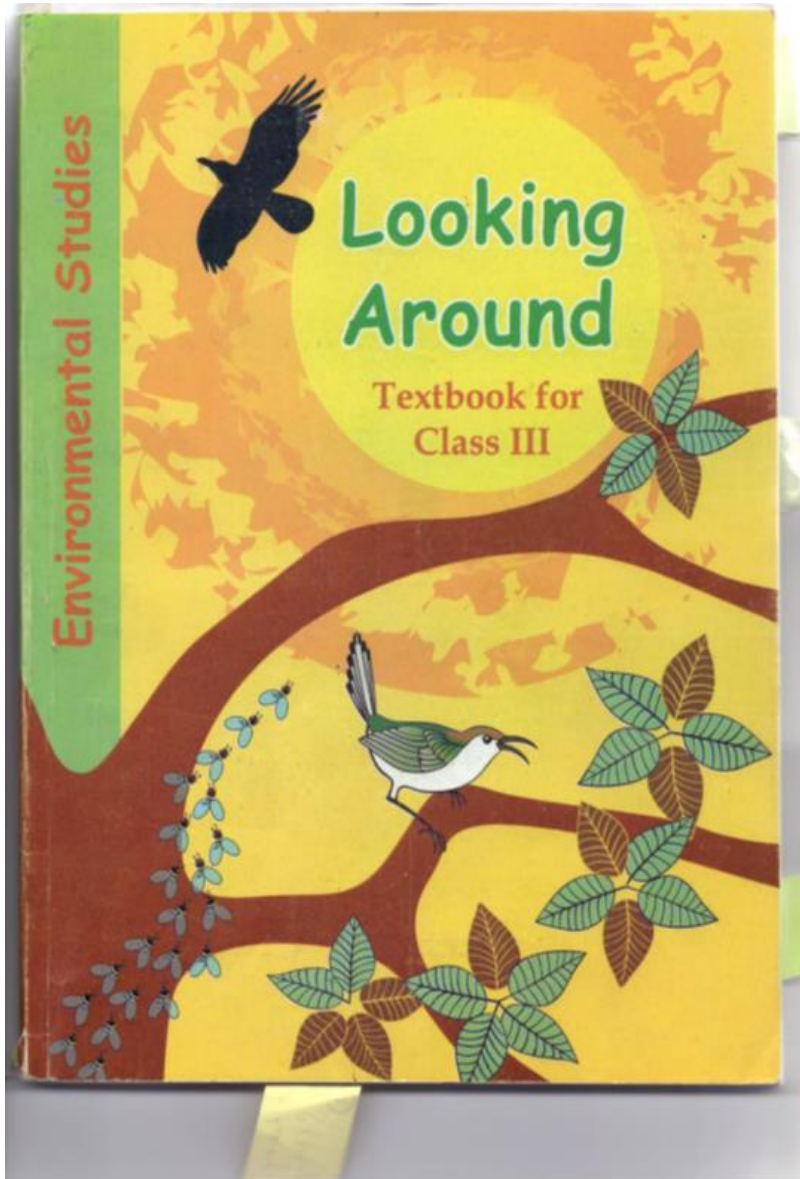
Focus areas of the Tool

- **Gender concerns**
- **Disability concerns**
- **Socially disadvantaged and economically weaker sections**

Glimpses of EVS textbook analysis using the

1. Gender component of the Tool
2. Disability component of the Tool
3. Socially disadvantaged and economically weaker sections component of the Tool

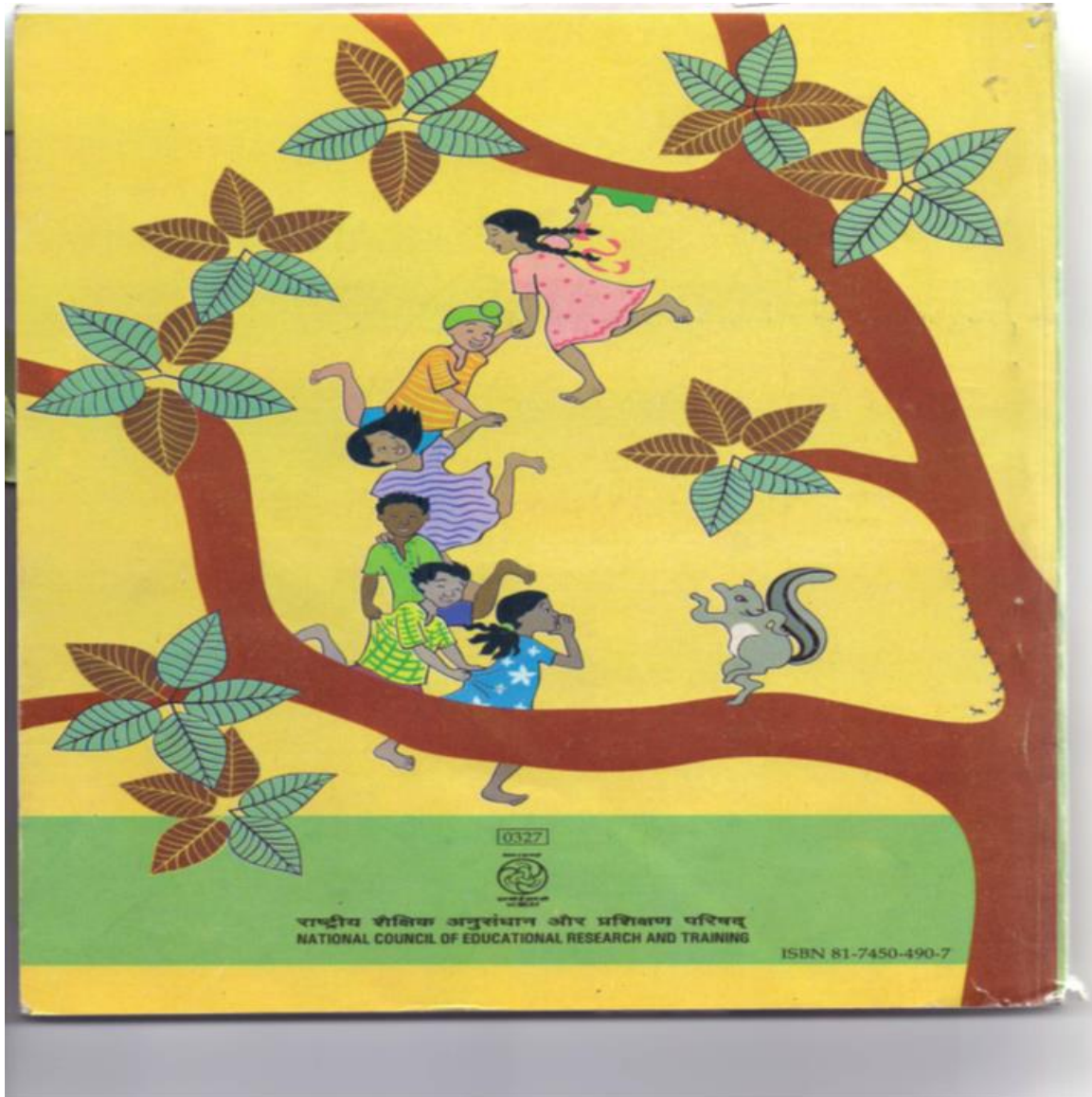
Cover page



The title '*Looking around*' in class III- V EVS textbooks

- may or may not be sensitive towards visually challenges children.
- promotes diversity and is neutral towards children belonging to socially disadvantaged groups
- Neutral to genders

Back outer Cover page of the book



- Equal representation of Genders
- Children from different groups and communities are represented on the **back cover page**.
- *Girls and boys playing hand in hand.*
- *Girl leading the line and carrying the flag*

Chapter headings from CWD perspective



Foreword	iii
A Note for the Teachers and Parents	iv
1. Poonam's Day out	1
2. The Plant Fairy	10
3. Water O' Water!	19
4. Our First School	25
5. Chhotu's House	30
6. Foods We Eat	36
7. Saying without Speaking	43
8. Flying High	50
9. It's Raining	57
10. What is Cooking	61
11. From Here to There	66
12. Work We Do	78
13. Sharing Our Feelings	87

1. Chapter 7 "*Saying Without Speaking*" - Sensitizes about children with hearing impairment.
2. Chapter 13 "*Sharing our Feelings*"
 - discusses concerns related to visually challenged persons.

Visuals portraying stereotype with regard to disability

visually challenged person wearing dark goggles

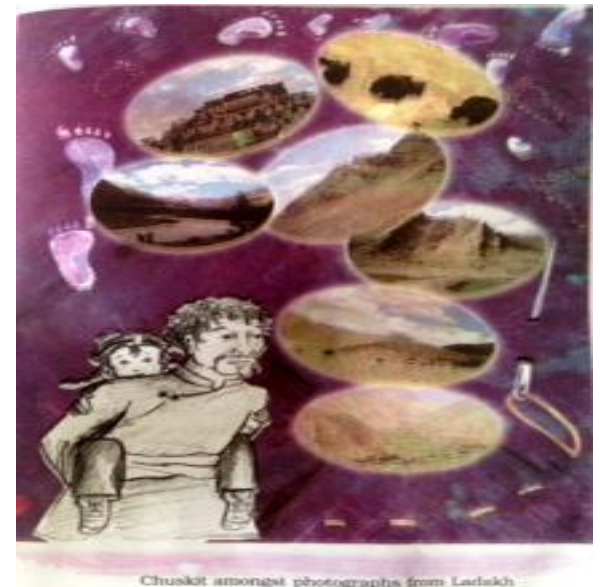
EVS class III



Content makes other children and teachers recognise that CWD have varied strengths and abilities and modes of access

Chuskit Goes to School (EVS class IV page 212)

- ***‘Her mother said that Chuskit made the best drawings...’***
- ***‘father got her a chair which had wheels...Chuskit was happy because she did not need her father to carry her every where’.***



Chuskit amongst photographs from Ladakh

Content addresses the struggles and sensitizes children towards marginalized social groups and EWS

EVS CLASS III chapter 6 *Food we eat* page 36



- 'Yesterday **no food** was cooked in my house'.
- I cooked **Dal and Rice**
- My mother brought **noodles** for us from the house where she works.
- My mother **cooked fish** I ate lots of it.
- Ammi had cooked **Kheer and poori** which I don't like...
- I went to the **gurdwara** with my grandmother for **langar**.

Step ahead...

Actionable points of collaboration:

- *Using the IE Tool to analyse existing textbooks in your country*
- *Developing textbooks from an IE perspective*

Thank You

- Can be accessed on computers, laptops, mobile phones and tablets. To be available on NCERT website as part of e-pathshala
- Friendly packaging : 40 story book cover pages displayed in a **bookshelf**
- *‘How to Use’* page
- The introduction of each story booklet is in **video and sign language** formats. Helps to arouse curiosity and make reading interesting



- Content can be viewed in 3 different background colour combinations for the child to view as per preference and need.



- Flash cards appear highlighting key words with a picture to reinforce words through real images.

