

A module
on
**LEADERSHIP FOR CREATING INCLUSIVE ENVIRONMENT IN
SECONDARY SCHOOLS OF HARYANA**



National Centre for School Leadership



विद्यालय नेतृत्व अकादमी
राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा
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LEADERSHIP FOR CREATING INCLUSIVE ENVIRONMENT IN SECONDARY SCHOOLS OF HARYANA

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INTRODUCTION

Inclusive education encompasses opportunities of education for all children irrespective of different castes, colours, creeds, linguistic communities, religion, region, minorities, and disabilities. It creates a classroom environment in which everyone is given equal opportunities and importance. Each learner gets involvement in all types of teaching-learning, sports, games, co-curricular activities and finds himself or herself valued and respected for his or her individuality. Inclusion serves as a philosophical compass, guiding schools in their journey to create a caring, supportive, and effective learning community. As described by Stainback and Stainback (1990), “An inclusive school is a place where everyone belongs, is accepted and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met” (pg. 3). How does such a learning community come to be? What do educational leaders do to guide all members of the school community so that school practices are compatible with such a philosophy? Schools have traditionally focused on most of the students, those in the center.

The school head plays a pivotal role in bringing change, improving services, or setting a new course. The school principal is central to facilitating systemic change and leading faculty to adopt new attitudes and new practices.

Some of the changes that can be incorporated by the heads are – provision of teacher training to ensure that they are trained to adopt strategies in teaching that can cater to all students, hosting regular awareness seminars for parents and teachers on related topics, ensuring a fair school admission policy, assigning special education staff to grade level or department teams, conduct regular meetings to review individual student needs, providing teachers with adequate planning time for their classes and ensuring students receive appropriate concessions in the classroom and exams based on their needs.

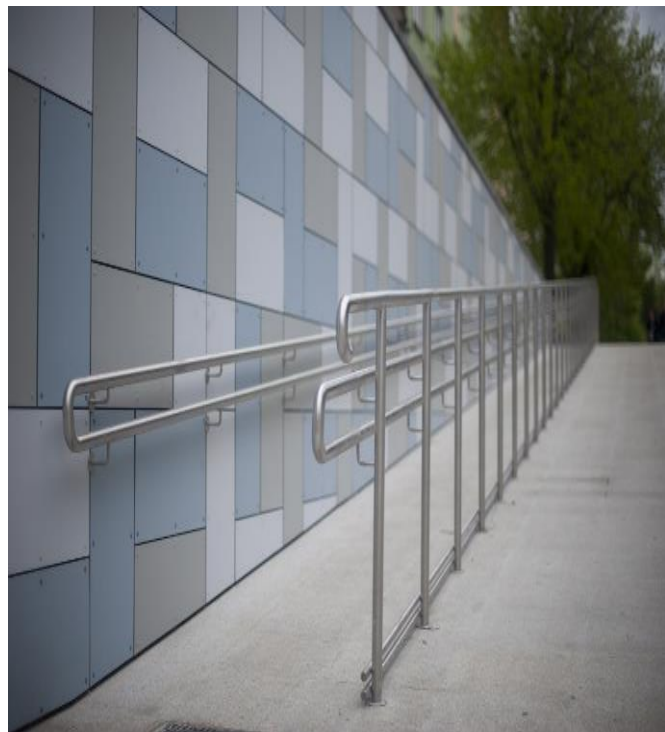
Now what may be done:

- **Understand the concept, nature, and scope of inclusive education**
- **Find out the best practices in inclusive schools**

- **Trace out resources: people, information, websites and more**
- **Connect inclusive school practice to existing school practice**
- **Provide research and evidence-based context for school growth and improvement towards inclusion**

Characteristics of an Inclusive School:

- Teacher Teaming
- Effective Problem Solving
- Collective commitment to inclusion – well communicated
- Integrated leadership models
- School-based Student Services Team
- Sense of belonging – by students & staff
- Sense of collective responsibility towards all students
- Focus on RTI (Response to Intervention) or POI (Pyramid of Intervention)
- PBIS – Personal Behavior Intervention Plan
- Common Learning Environments
- Safe Learning Environments
- Differentiated Instruction
- Personalized Learning and Planning
- Comprehensive Transition Planning
- Evidence of Achievement
- Resource teacher as coach, co-teacher
- Flexible and fluid groupings of students
- Paraprofessionals as Teacher Supports
- Common Planning Time
- Involvement & Support from Community



Agencies

What characteristics school leader must have:

According to Salisbury & McGregor, 2002; Villa, Thousand, Stainback, & Stainback, 1992, these principals tend to be:

Characteristics	Examples in Practice
Risk takers	Not afraid to say “no” to something different and tend to be actively engaged in pushing for innovative solutions to issues that exclude learners who differ in their abilities, culture, language, and/or ethnicity. Act as proponents of inclusive practices within their schools.
Invested in relationships	Principals in inclusive schools “go the extra mile” to work with staff, parents, and community members. They work with personnel in their school to resolve differences and find workable solutions. These principals work hard to build trust and promote changes by sharing information honestly with all involved.
Accessible	Effective school leaders are not “desk jockeys”. That is, they routinely get involved at the ground level with students, teachers, parents, and community members to address issues confronting their school. They are genuinely interested in being where the action is so that they can understand the issues first-hand.
Reflective	Principals in inclusive schools use information gathered from reports, teachers, parents, and community members to develop reasoned approaches for action and help generate new meanings about the changes ahead. They mobilize teams of teachers and parents to inform their decision-making.
Collaborative	Effective principals share leadership with staff at all levels of the organization. They know that teams of people who share the same goals will be more effective than one administrator working alone. These principals create time for teams to meet, plan, and teach together.

Intentional

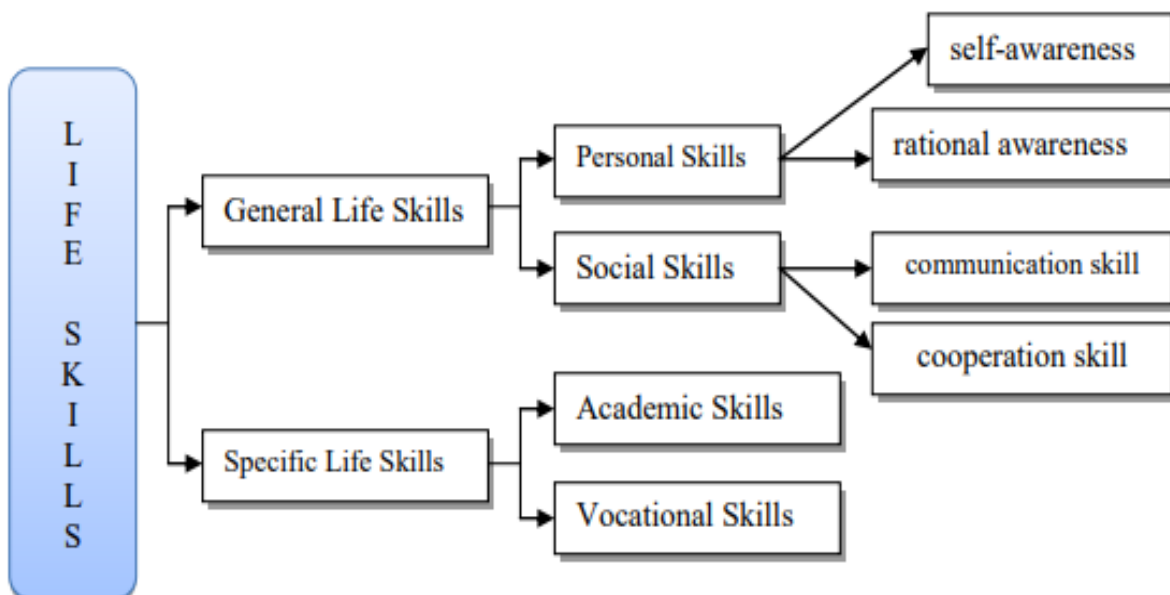
Principals in inclusive schools have a strong sense of direction and infuse their core values, beliefs, and attitudes into building an inclusive culture in their school. The pace and number of changes must be carefully weighed so as not to overwhelm teaching staff.

Roles and responsibility of School Leader in Creating Inclusive Environment

Roles and responsibility of school principals towards inclusion to achieve the objective of education for all and all for education. Therefore, the school heads of secondary school must have sound knowledge of all Acts, Regulations, and existing policies regarding inclusive education as the NCF (2005) underscores the importance of participation of all children, especially children with special needs, children from marginalized sections, and children in difficult circumstances in all spheres of life, both in and outside the school. United Nation's Convention on Rights of Person with Disabilities (2006 in force 2008) aims to promote, protect, and ensure full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and promote respect for their inherent dignity. In RPWD Act 2016 the list expanded from 7 to 21 disabilities.:



1. Blindness
2. Low vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. autism spectrum disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf blindness
20. Acid Attack victim
21. Parkinson's disease



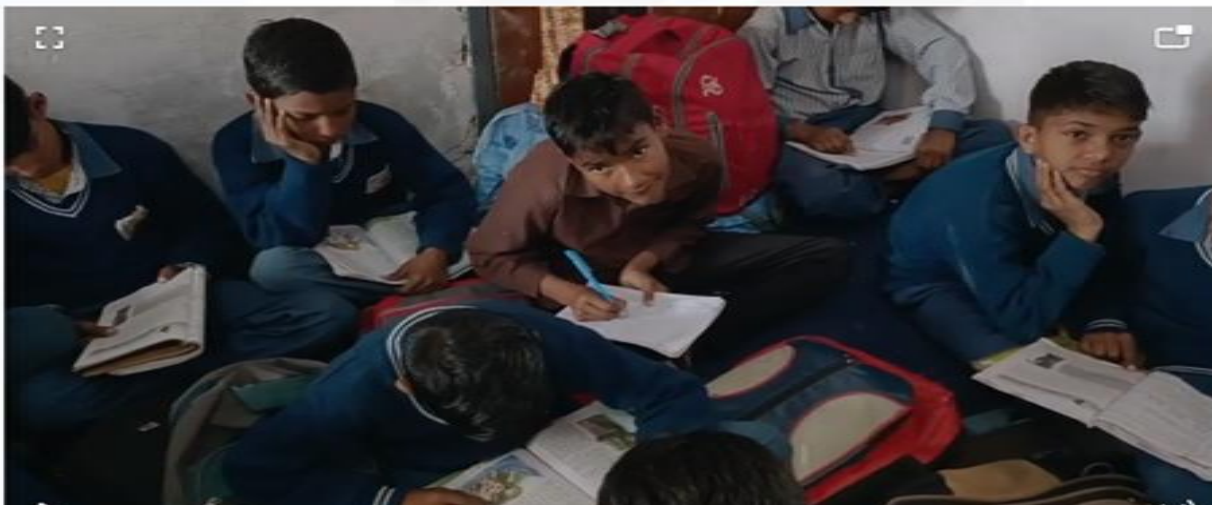
Some provisions of the RPWD Act 2016

- i. Admission to all children in schools without discrimination and providing education and opportunities for sports and recreation activities equally with others.
- ii. Making buildings, campus, and various facilities accessible.

iii. Providing reasonable accommodation according to the individual's requirements.

iv. Providing necessary support, individualized or otherwise, in environments that maximize academic and social development, consistent with the goal of full inclusion.

Therefore, it is the responsibility of the school heads to make school accessible to all learners by ensuring barrier-free access to them. Some modifications and alterations may be done as per the



requirement and needs of the learner. Mobility devices (wheelchairs, walkers, crutches etc.) should be allotted proper spaces. Students with hearing impairment use their sight to gather information in public places. They require information on layout diagrams, signboards which can be easily interpreted by them. Visually impaired students use guiding blocks to guide them within the buildings and facilities and outside the building. Installation of information board in Braille is the utmost priority. Installation of audible signages (announcements) and removal of any protruding objects and sufficient walking space for safe walking should be considered. For persons with limited vision use of contrasting colour arrangements should be made.

Transportation System Accessibility:

- Improved disability training for school bus drivers is needed to advance accessible student transport services.
- Engaging non-transport stakeholders have produced useful alternatives for accessible student transport services.

- Explaining the theoretical disability perspectives used in transport research could help to advance inclusive transport.

Information and Communication Ecosystem Accessibility

Information and Communication Technologies (ICT) have the potential for making significant improvements in the lives of persons with disabilities, allowing them to enhance their social, cultural, political, and economic integration in communities by enlarging the scope of activities available to them.

Visual Aids

Visual aids are of different kinds and can be utilized by learners with varied visual impairments. They include tools that convert on-screen text into Braille, magnify certain portions of the screen text, or even convert certain portions of the text into audio. Commonly seen visual aids are:

Typo scope – A typo scope can also be used as a guide to read, writing, and signature in cases of large defects of the visual field.

Light filtering lenses – They are useful and frequently prescribed by doctors. These lenses filter ultraviolet radiation below 400 nm, minimizing the loss of VA and colour discrimination. It is important to consider comfort, protection from ultraviolet, infra-red and visible light, increased contrast, and glare reduction.

Screen Readers –A screen reader is an essential piece of software for a visually impaired person. Simply put a screen reader transmits whatever text is displayed on the computer screen to a form that a visually impaired user can process (usually tactile, auditory or combination of both).

The following is the list of screen readers that one can download:

- NVDA
- Serotek System Access
- Apple Voice Over
- JAWS

High plus Spectacles – High-plus spectacles are convex (plus) lenses mounted in a spectacle frame. They provide maximum magnification when objects are positioned at or near the focal distance of the lens, producing parallel rays and the image forming at optical infinity.

Talking calculators – They read out the numbers/symbols that the user presses and even vocalize answers.

Electronic Braille Notetaker – This helps in taking notes, reading books, and finishing assignments. Steps to be followed while teaching students who are Visually Impaired or have

Low Vision

- The student must be seated close to the teacher.
- The student must be seated away from the door or window to avoid distraction.
- Instructions must be provided in chunks for better understanding.
- The student must be seated under proper light.
- The teacher must ensure the assistive devices used by students are in working condition.
- Printed material must be provided to the student.
- The use of visuals and large fonts while teaching a student with low vision helps him/ her to understand in a better manner

Audio Aids

Assistive learning devices help amplify the sounds the student wants to hear, especially where there's a lot of background noise, supporting concentration.

This category of assistive technology includes different tools for hearing impaired learners. Sound amplification tools heighten the audio element of the learning content. Other alerting tools use flashlights or icons to signal users instead of the usual sounds to catch the focus of the hearing-impaired learners. Transcripts of learning videos are made available with closed captions to make sure that all learners can utilize them well. Hearing Aids-People with hearing loss requires a volume increase of about 15 to 25 decibels to achieve a “normal” hearing level. An ALD (Assistive learning device) allows the volume to increase, without disturbing others in the vicinity. Some other measures may be considered:

- The student must be seated close to the teacher, away from the door or window to avoid distraction.

Instructions must be provided in chunks for better understanding.

- The teacher must maintain eye contact while communicating with a student and ensure that the assistive devices used by students are in working condition.

- A Buddy may be assigned.
- Try to lower the background noise and articulate clearly.
- Leave mouth uncovered while speaking.
- Use of smartboard and the blackboard is recommended.
- Repeat the information and engage the learner by asking questions.
- Providing print material is of great help
- Assistive Technology for students with dyslexia:

Proofreading Software – Proofreading software is a branch of assistive technology that goes above and beyond the typical proofreading features found in a word processing system, such as correcting words frequently misspelt by students with dyslexia. Several other features offered within this category can help students work on their English skillset to become more effective and accurate writers. Although primarily geared towards individuals with dyslexia, proofreading software can be helpful to those with any type of learning disorder that makes writing and reading challenges.

Ginger -- Ginger offers several features that can help students with dyslexia and other learning disorders with writing. It is also designed for speakers of languages other than English. Some of the features include:

- Grammar checker that analyses context to determine any errors or misspellings. For instance, Ginger can recognize whether “there,” “their” or “they should be used in a sentence, which is a common mistake in writing.
- Word prediction and sentence rephrasing tools can be helpful for students learning how to construct sentences properly.

Maths Tools–Arrange of technology and tools can help students who have trouble with Maths, most found in a learning disability called dyscalculia. Dyscalculia makes it difficult to grasp numbers and it is characterized by a general lack of understanding in the field of Maths. Assistive technology in Maths is not just for those with dyscalculia. It can also help students with blindness, fine motor skill disabilities or some other type of disability that makes it difficult to perform Maths-related work.

**GOVERNMENT OF HARYANA
SCHOOL EDUCATION DEPARTMENT**

ORDER

Order No. 1/3-2015 IED

Dated, Chandigarh: 10.06.2015

Subject: Guidelines regarding admission and examination/ evaluation of CWSN under Inclusive Education

Your attention is invited to G.O No. 3/2015/165 dated 14.05.2015 vide which detailed instructions regarding monthly test for all the students of class **I** to **VIII** for the academic session 2015-16 have been issued by the State Government. The order also contains instructions regarding printing of question paper etc.

In this regard, it is brought to your notice that children with special needs (CWSN) are also studying in our schools. These children are being imparted education under the policy of inclusive education for disabled (IED) children in Haryana. You are also aware that there is altogether separate mechanism in regard to setting of/printing of question papers. For this, you are required to follow guidelines as contained in the annexure enclosed.

Please take follow up action accordingly and ensure compliance in letter and spirit.

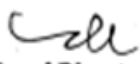
**T.C.Gupta, IAS
Principal Secretary to Govt. Haryana
School Education Department
Chandigarh**

Endst. No: 1/3-2015 IED

Dated, Panchkula: 02.07.2015

A copy is forwarded to the following for information and necessary action please:-

1. P. S to Principal Secretary School Education, Haryana
2. P. A to Director Secondary Education, Haryana
3. P. A to Director Elementary Education, Haryana
4. P. A to State Project Director, Haryana
5. The Secretary, Board of School Education Bhiwani
6. The Director, SCERT Gurgaon
7. All the DEO's, DEEO's, DPC's, BEO's, BEEO's, Haryana
8. All the Principal cum BRC of IED, Haryana
9. All the Principal and Head teachers in Govt. Schools in Haryana
10. Chief consultant IED, MHRD
11. Consultant IED-SS(RMSA) MHRD


**Additional Director-III (Admn.)
For Director Secondary Education
Haryana, Panchkula**

Maths Simulations – Maths simulations can help students with dyscalculia, visualize Maths problems and concepts. As a result, students can better understand the application of a particular type of problem, since many students struggle with the conceptual aspects

Steps to be followed while teaching students Cognitive difficulties:

- The student must be seated close to the teacher and away from door, window to avoid distraction.
- A Buddy should be assigned.
- Instructions must be provided in chunks for better understanding.
- Use of smartboard, the blackboard is recommended.
- Props /Teaching Aids are recommended for reinforcement of concepts.
- Allow students to use web charts, graphic organizers.
- Do not provide too much information as students often get confused.
- Repeat the information and engage the learner by asking questions.
- Provide printed material.

Teaching Aids

A variety of teaching-learning materials help students in learning, experimenting, exploring, feeling, and understanding concepts. Some of the important teaching aids are:

- Picture cards, flashcards; Numbers and Alphabet cut-outs
- Assorted shapes; Clock, Jodo Gyan shapes, stringing Beads
- and buttons of various shapes and colours.
- Games (snake ladders, jumping monkey, means of transport, fruits, vegetables, body part), puzzles, mazes, sorting activities.
- Eye-hand coordination lacing.; Cutting material
- Soft toys; Clay, sand, slime, squeezey toys and sensory balls.
- Squeeze ball; Grippers
- Sand tray Glasses, plates, and boxes to make models. Charts, Globes, maps
- Equipment to help Visual Impaired/Low Vision
- Magnifying glass Keyboard Slanting table

- Pictures cards Typo scope large font
- Equipment to support students with a writing problem
- Thick and Thin pencils/pens thick lines Grippers keyboard

Accessibility to School Resources:

Library

All library open book stacks, other facilities and equipment should be accessible.

A special room with appropriate signage should be provided for people with hearing or vision impairment who need assistance while reading.

Canteen

The school must ensure that the canteen is barrier-free for all children.

Responsibility for managing external accessibility issues should be allocated to appropriate staff. Ensuring that designated accessible parking bays are only used by drivers having disabled parking permits.

Role of Non-teaching & Conservancy Staff must ensure the following:

- Ensuring that cars and bicycles do not obstruct pathways or access routes when dropping off students.
- Removing fallen leaves, moss, mud to avoid the risk of slips and falls.
- Maintaining adequate light for those entering and leaving the school.
- Removing any obstructions to external paths or routes. Make sure that turning areas at the top of ramps are kept clear for use by wheelchair users.
- Non-teaching staff and Conservancy staff must:
 - be well-trained and multi-skilled to competently fulfil their respective roles.
 - continue to build capacity in knowledge and skills.
 - be prepared to work with parents, teachers, and other support staff.
 - prepared to adapt duties and schedules to respond to changes in students' needs in the school.

- be well-versed in strategies that maximize the independence of students with special educational needs.
- act as inclusion facilitators to achieve an optimum level of inclusion.
- have a professional responsibility to model and promote an atmosphere of mutual respect for teachers, students, parents, and other professionals
- have an obligation to respect the confidentiality of students and their families.

Guidance and Counselling

Child disability is the leading cause of anxiety and depression in parents. If counselling of these parents is done, they will be able to face these challenges and it will help them to cope. **Cognitive-behavioural counselling** will help to change negative emotions, thoughts, and behaviour.

Child cognitive-behavioural therapy (CBT) or talk therapy: Cognitive behavioural therapy or CBT, is a practical approach that helps the individual with learning disabilities change his or her thoughts, attitudes, beliefs, and behaviours to solve their individual problems.

1. **Regular teacher monitoring, mentoring of teaching and non-teaching staff and providing feedback to all the concerned stakeholders**
2. **Provide support to teachers, essential training, equipment, necessary teaching-learning material etc.**
3. **Provide guidance to teachers to do regular assessment and evaluation of such learners as per the guidelines of DIRECTOR SCHOOL EDUCATION HARYANA**
4. **Provides various incentives to the learners:**
5. **Ensure participation of such learners in sports and games and co-curricular activities**

Organisation of co-curricular activities:

- **MOTOR ACTIVITIES**
- **ADAPTIVE DANCE**
- **SELF DEFENCE**
- **YOGA**
- **COGNITIVE ACTIVITIES**

- **PROGRAMMING AND ROBOTICS**
- **WORD GAMES AND PUZZLES**
- **SPORTS AND GAMES**

Arrange experiential learning and skill-based learning programmes

Run life skill and vocational skill development programmes: Development of life skills: Basic life skills are an important component of daily survival. Life Skills are the strategies, techniques and approaches which are used by all to survive and become productive for society. It includes interpersonal and reflective skills, that allow them to see their actions and responses critically. Life skills have become an important part of the school curriculum as they help students to achieve and transition what is happening in school to the outside world. In other words, these skills are necessary to establish and enhance independent, fulfilled life goals. (It is essential to understand the psychosocial competence of a person and the ability to deal



effectively with the challenges of daily life.) Life skills play an important role in the way how a student views himself/herself and others. It helps in building self-confidence, solving problems and handling emotions. It promotes the mental well-being of students. Building age-appropriate Life skills is the foundation for any learning-teaching environment.



Arrange career counselling sessions: Mentoring can be valuable to students to improve their understanding of what they want from their future careers and in developing an understanding of workplace environments. Students can discuss any worries or concerns they have around entering the workplace or their chosen field with their mentors.

CONCLUSION

The role played by the school heads towards inclusion may light the darkness in someone's life if consistent and earnest efforts are put by them in this pursuit. Principals know this work requires collective effort and commitment. Effective principals establish collaborative teams, bringing together key stakeholders who represent different perspectives and roles in the school community. The team provides leadership throughout a continuing cycle of planning, implementation, and evaluation in the school change process (see the School Improvement Process1 OnPoint). The principal brings resources and administrative connections to the table to address needed changes in rules or policies. Principals help identify and approve changes that support more inclusive practices. These changes may focus on organizational resources like schedules, the use and assignment of personnel, strategies used to assign students to classes, resources available for professional development, and the focus and type of professional development activities. While these technical changes are important to create the conditions for change, there are deeper changes that are required for change to be sustained. At the core of all change, efforts lie the beliefs, attitudes, practices, and characteristics of the school that define its culture. These deeper aspects of an organization can take longer and are more difficult to change.



समग्र शिक्षा

समावेशित शिक्षा हेतु
हरियाणा के सरकारी स्कूलों में
दिव्यांग (CWSN) विद्यार्थियों के लिए



समग्र शिक्षा द्वारा दी जाने वाली सुविधाएँ :

1. जिला व राज्य स्तर पर खेल कूद एवं सांस्कृतिक कार्यक्रम का आयोजन।
2. जिला स्तर पर मेडिकल जाँच शिविर का आयोजन।
3. English Toilet व रैम्प की व्यवस्था।
4. ब्लॉक स्तर पर अभिभावक जागरूकता शिविर का आयोजन।
5. रेल पास बनवाना।
6. बस पास बनवाना।
7. जरूरत अनुसार सहायता उपकरण उपलब्ध करवाना (व्हील चेयर, ट्राईसाइकिल, सी पी चेयर, वाकर स्पेल जूते, ब्लाइंड छडी, श्रवण मशीन आदि)।
8. वर्ष में 2 बार ग्रीष्म व शीतकालीन मनाली (हिमाचल प्रदेश) में 5 दिवसीय Adventure कैम्प लगाना।
9. निशुल्क Corrective सर्जरी करवाना।
10. दिव्यांगता प्रमाण पत्र बनवाना।
11. अल्प दृष्टि बाधित के लिए बड़े साईज के अक्षर की पाठ्य पुस्तक उपलब्ध करवाना।
12. पूर्ण दृष्टि बाधित बच्चों के लिए ब्रेल बुक उपलब्ध करवाना।
13. पूर्ण दृष्टि बाधित बच्चों के लिए 300/- Reader Allowance Provide प्रदान करना।
14. सभी दिव्यांग लड़कियों के लिए 200 रु प्रति माह वजीफा राशी वितरित करना।
15. अति गम्भीर दिव्यांग के सहायक को स्कूल आने जाने का 200रु प्रतिमाह यात्रा भत्ता देना।
16. गृह आधारित शिक्षा (HBE) के छात्रों को 200 रु प्रतिमाह भत्ता प्रदान करना।
17. ब्लॉक स्तर पर संसाधन कक्षा व विशेष अध्यापक की व्यवस्था।
18. सरकारी स्कूलों के दिव्यांग बच्चों के लिए गृह आधारित शिक्षा (HBE) प्रदान करना।
19. समावेशित शिक्षा के तहत विशेष अध्यापक द्वारा सभी सरकारी स्कूलों में दिव्यांग बच्चों की समस्याओं का निदान करना।
20. सरकारी स्कूलों में पूर्ण दृष्टि बाधित के लिए TLM प्रदान करना।
21. भविष्य में दिव्यांग बच्चों हेतु स्काउट गाईड में भागीदारी करवाना।
22. दिव्यांग बच्चों के लिए व्यवसायिक शिक्षा प्रदान करना (अगरबती, फूलमाला, मोमबती बनाना आदि)



सौजन्य से : जिला परियोजना संयोजक, फतेहाबाद

Researchers have found that school change is a cyclical process. Schools can expect to experience slow, steady progress, implementation “dips”, and some amount of the “two steps forward, one step back” phenomenon as both surface and deep changes are underway (Fullan, 1993). While principals in inclusive schools act as mediators, coaches, cheerleaders, and emotional supporters to those involved in the process of change, it is fundamentally a team effort. Parents, community patrons, school staff, educators, and students themselves must have a voice in the process.



Sunil Kumar is a highly regarded module writer with extensive qualifications, including a Master of Arts in English, a Master of Education, and a Master of Science in Yoga and Naturopathy. With 15 years of experience as a teacher educator and senior subject specialist, he excels in curriculum development and pedagogical strategies. His recent survey on inclusive education in Fatehabad highlights his commitment to addressing diverse learning needs. Known for his clarity and practicality, Mr. Sunil creates effective and engaging educational materials. His diverse expertise and contributions continue to enhance educational practices and support