

**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**

Annexure

A. Guidelines regarding Admission of CWSN

1. Every identified CWSN in the age group of 6 to 18 years shall be enrolled in the neighborhood schools without any discrimination.
2. Every CWSN shall be enrolled in classes according to their age.
3. No child shall be denied admission in school due to absence of related documents.
4. The CWSN shall be enrolled throughout the academic year.
5. It is not mandatory, to give grade/class based enrolment of CWSN who is suppose to be provide services under HBE
6. It is mandatory to mention regarding the placement of CWSN such as Resource Room, Home Based Education against his/her name in the admission forum/attendance register.
7. A separate register shall be maintained for the students under HBE in every school for their coverage report/attendance
8. The Resource/Special teacher will cover HBE students according to their field visit schedule approved by BRC.

B. Guidelines regarding Examination/Evaluation and Promotion of CWSN under Inclusive Education setting

I. General Evaluation Techniques for CWSN under Inclusive setting

- Extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue.
- Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Braille, Taylor Frame communication board, slant boards, pencil/ pen grips etc.
- Use of technology e.g. computers, tape recorders, voice synthesizers to be allowed as per the needs of the child.
- Flexibility in syllabus allocated for testing. For example, if the child is learning at a slower pace, he/she may be tested on smaller units of content rather than the whole syllabus at one time.
- Assessment procedures may include objective type questions, instead of essay type questions for children with difficulties in language acquisition, questions to be modified e.g. simple language
- Accommodations are to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or amanuensis to write down answers, which would be given orally or through a communication board
- Instructions and questions to be read out to student when needed
- Braille and print size to be enlarged according to needs of students
- Suitable posture and seating arrangement to be made by providing adapted chair/table and separate room, if required
- Timing of evaluation may be necessary, where children are on specific regular medication.
- Disabilities which have language acquisition problems may be exempted from the 3-language formula. Sign language can also be provided as an option.

II. Category Specific Evaluation Techniques under Inclusive setting

For Children with Seeing Problems

- Any evaluation of children with visual impairment in Braille/ large print or a scribe should be provided.
- The child should be allowed to provide answers in Braille/ large print/ computers or with the help of a scribe.
- Questions may be provided on the tape-recorder and the child's answers/ responses may also be recorded on the tape recorder, only if required. If the child can write, then this opportunity should be provided.
- The child may be permitted to write his/her answers in computers.
- Wherever possible, computers with talk software should also be used as evaluation mode.
- If the child writes in Braille, more time should be provided, if required. Teachers, in consultation with the parents can decide on the extra time. Alternatively, less number of questions may be given to the visually impaired child using Braille
- Allow rest time if the child has to write for long time as writing Braille for a long time causes fatigue
- Marks should not be deducted for Braille dot errors (except for Braille reading/writing test). If required, ask the child to give answers orally to find out if s/he knows the answers
- For providing a large print question paper, the teacher should assess the print size suitable for the individual child, which s/he can see. The child should be allowed to write using a felt pen and on a plain paper (if required)
- Separate seating arrangement could be provided when the child is answering through tape recorder or dictating to a scribe to reduce noise
- Alternative questions for drawing/ diagrams (pictorial) questions can be provided, only in cases required
- Clear instructions for objective type questions needs to be given
- For essay type questions when the child is writing through Braille, marks should be given on key points, not on length of the answers. Both the teacher and the parents should be involved in this.
- The child should be allowed to use all the assistive devices required by him/her.

For Children with Hearing Problems

- Any evaluation for children with language acquisition problems should be simple, mainly comprising objective type questions
- As far as possible, marks should not be cut for punctuation, spelling and grammatical errors. Teachers in consultation parents can decide this
- Mathematical word problems should be short and simple, if need be
- Extra time may be provided where absolutely necessary during evaluation (15 minutes extension per hour or as decided by the teacher)
- Oral evaluation should be substituted by written responses, if required

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- The child should be exempted from the 3-language formula and should be taught the language/s according to the cultural context of the child. Sign language can also be used
 - All oral directions given during the exam should also be written on the board.

For Children with Locomotor Impairment

- Ensure physical access to room where evaluation is taking place
- If the child has problem in writing due to impairment in a hand, more time should be provided, depending on the needs of the child or alternatively less number of questions may be given or a scribe may be provided.

For Children with Cerebral Palsy

- Ensure physical access to test area
- Separate room to be provided
- Provide writer, when needed
- Use of technology for e.g. computers, voice synthesizers
- Use of communication boards for responding to questions
- Modifications of question types to accommodate motor difficulties for e.g. do not test on drawings, geometry questions. These can be decided by the teacher and parents
- If associated conditions such as visual, hearing, intellectual impairment co-exist, refer to specific evaluation techniques mentioned under each impairment above
- Suitable postural and seating arrangement to be made by providing adapted chair/table
- Time for answering questions should be extended, if need be. Breaks may be allowed to counter fatigue
- Use of adapted devices and equipment e.g. pencil grips, wedges etc.
- The paper / answer sheet provided should be thick enough (as children with cerebral palsy at times use lot of pressure while writing).

For Children with Mental Retardation

- The language used during evaluation should be simple
- The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child's level of understanding
- Time for answering questions should be extended. Breaks may be allowed to counter fatigue
- Flexibility should be given to use appropriate teaching learning material for the purpose of evaluation of these children, wherever required. For example use of concrete material, flash cards, visual aids, pictorial illustrations etc.
- The children with mental retardation should not be penalized for punctuation/spelling/grammatical errors. But they should be told about the errors made
- Fewer number of questions should be given to such children, if required
- Questions should mainly be objective type/ multiple- choice/ pictorial, if required.

For Children with Autism Spectrum Disorders (ASD)

- Children with autism need to have a structured day
- Many children with autism are visual thinkers. They think in pictures. Pictures are their first language, and words are their second language.
- Avoid long strings of verbal instructions or long answers, essay type questions as children with autism have problems with remembering the sequence.
- Use fixations as a strategy to evaluate the child
- Evaluation could also be done with concrete visual methods
- Many autistic children have problems with motor control in their hands. Neat handwriting is sometimes very hard. To reduce frustration and help the child to enjoy writing, let him/her type on the computer.
- Children with autism need to be protected from sounds that hurt their ears.
- Some autistic children are bothered by visual distractions and fluorescent lights. To avoid this problem, place the child's desk near the window or try to avoid using fluorescent lights.
- Some children with autism will respond better and have improved eye contact and speech if the teacher interacts with them while they are working on an assignment.
- Some nonverbal children and adults cannot process visual and auditory input at the same time. They are mono-channeled. They cannot see and hear at the same time. They should not be asked to look and listen at the same time. They should be given either a visual task or an auditory task.
- For some nonverbal ASD children, touch is often their most reliable sense. Hence, evaluation should be done as per the need
- Children with visual processing problems often find it easier to read if black print is printed on colored paper to reduce contrast. Try light tan, light blue, grey, or light green paper. Experiment with different colors. Avoid bright yellow--it may hurt the individual's eyes. Large and colored print may also make reading easier.
- Evaluation should also include use of play greatly as it greatly enhances ASD child's capacity to take in information and relate to the people around him/her.

For Children with Multiple Disabilities

- Extra time to be given to children with multiple disabilities
- Special furniture to be provided to these children
- Arrangements to be made for adequate space
- Assistance should be provided to the child in ensuring physical comfort
- Ensure easy access to toilets
- Provisions to be made for a writer or a scribe, if required by the child
- Some children with multiple disabilities may require additional cues and provisions for the same should be made.

For Children with Learning Disabilities

- Provision for Additional time
- Provision of Writer, if required
- Question paper will be read out to the students
- Provision of oral examinations
- Exemption from drawing figures, diagrams, chart, maps, and craft in written examination
- Use of an Amanuensis
- Provision of Calculator during examination

Note: The examination/evaluation of CWSN who are placed in general class room shall be conducted by general educator in coordination with concerned Special teacher

C. Guidelines regarding Examination/evaluation and Promotion of CWSN under Resource room placement

The examination/evaluation (monthly/quarterly/annually) of the CWSN who are placed under Resource room will be made by the Resource teacher in close coordination with the general education teacher. All the education and evaluation procedures will be based on Individualized Education Plan (IEP) prepared for every child. The teachers shall ensure that to use an alternative mode of techniques/methods during the evaluation as per the child needs. The IEP may be covered the following areas.

- Academic
 - Social
 - Personal
 - Occupational
 - Recreational
1. The teacher can be used to oral/presentation type evaluation methods with the help of technology and other devices instead of written examination
 2. Students shall be provided Calculators, abacus, Braille, Taylor frame, communication board, slant board, pencil/pen grip etc based on the need of the child.
 3. Provision of technology e.g computers, tape records, voice synthesizer as per the needs of the child.
 4. Provide materials in Braille and Large print for the examination/evaluation
 5. Teacher may be use sign language and any other alternative mode of communication system for the evaluation of CWSN
 6. The resource teacher shall prepare a progress report of the child in close coordination with the general teacher based on the performance made by the children at the time of evaluation and also be consider the Performance/Participation of child in academic and other activities carried out in the entire academic session.
 7. The promotion of the children shall be made based on the progress report prepared by the Special teacher with the consultation of the general educator, principal/head teacher.

D. Guidelines regarding Examination/Evaluation & Promotion of CWSN under Home Based Education service (HBE)

Home based Education (HBE) is a part of inclusive education. Under Home based education, the children who are not able to attend the school based education are being provided specialized training in their home environment. The training under HBE shall be monitored by the special educators in close coordination with their parents/siblings. The HBE services will provide with an objective to prepare the child for age appropriate general classroom placement and also be prepared for mastering essential life skills.

1. Special teachers shall ensure to enroll all the identified CWSN under HBE in neighbourhood school
2. Special teachers shall maintain records related to home visits, detail of services provide and other facilities given to HBE students under IED.
3. Special teachers shall be updated their every home visits detail in to the register maintained for HBE in the concerned school.
4. All the special teachers shall report to the school IED in-charge (provision to be made) and submitted their coverage report of HBE students and get it signed regularly.
5. The examination/evaluation (monthly/quarterly/annually) of the CWSN who are placed under Home Based Education will be made by the Resource teacher in close coordination with their parents/siblings according to their Individualized education plan (IEP).
6. The IEP may be prepared with a focus on the areas such as preparation for schooling and preparation for life skills.
7. The resource teacher shall prepare a progress report of the children based on the performance of the children at the time of evaluation and also be consider the performance/participation of child in academic and other activities carried out in the entire academic session.
8. The routine practice of promotion to higher grade is not applicable to the students under HBE. They will remain in the home based education programme till the time being mainstreamed in the school education system.

E. Guidelines to BOSE Bhiwani/SCERT for the implementation of Provision/Facilities to CWSN in examination

1. The Board of School Education (BOSE) Bhiwani and SCERT Gurgaon shall ensure to make provision for various facilities to be given to CWSN in Board/ School examinations.
2. Board of School Education (BOSE) Bhiwani and SCERT Gurgaon may give guidelines/directions to all the districts regarding facilities/provision to be given to CWSN in the examination
3. The Board of School Education (BOSE) Bhiwani and SCERT Gurgaon may also be given prior instruction/information to exam superintendent in this regard.
4. The Board of School Education (BOSE) Bhiwani and SCERT Gurgaon may also give training to exam superintendent for the effective implementation of the guidelines in close coordination with IED Cell
5. The Board of School Education (BOSE) Bhiwani and SCERT Gurgaon may ensure to make provision for a special teacher to provide the service to CWSN in every exam centre during board exams if required as per guidelines.

F. Guidelines to District education officers(DEO/DEEO/DPC) for the implementation of Provision /Facilities to CWSN in examination

1. The district education officers (DEO/DEEO/DPC) shall work as district level agency for monitoring and effective implementation of the above mentioned guidelines.
2. The DEO/DEEO/DPC shall ensure the participation of all the CWSN including children receiving HBE services in the examination/ evaluation conducted by the schools/Board annually and quarterly.
3. The DEO/DEEO/DPC shall ensure that to provide the above mentioned facilities to needy children during the examination/evaluation. For this a detailed report of district level requirement shall be submitted by the district education officers to the head office.
4. The DEO/DEEO/DPC shall work in close coordination with BOSE Bhiwani/SCERT for providing provisions/facilities to CWSN during examination

G. Guidelines to BEO/BEEO/BRC cum Principal of IED for the implementation of Provision /Facilities to CWSN in examination

1. Block education officers (BEO/BEEO/ BRC cum Principal of IED) shall work as block level agency for monitoring and effective implementation of the above mentioned guidelines.
2. The BEO/BEEO/ BRC cum Principal of IED shall ensure the participation of all the CWSN including HBE in examination/ evaluation conducted by the schools/Board annually and quarterly.
3. The BEO/BEEO/ BRC cum Principal of IED shall ensure that to provide the facilities according to provisions for CWSN during the examination/evaluation.
4. The BRC cum Principal/Head teachers shall ensure to inform the parents of CWSN regarding the Examination/Evaluation
5. The BRC cum Principal/Head teacher shall ensure to provide the progress report to every CWSN and the same will be informed to their parents.

H. Guidelines to General Teacher & Special Educators for the implementation of Provision/Facilities to CWSN in examination

1. The general teacher shall work in close coordination with special educator to plan the procedures to be adopted to ensure the provisions/ facilities required for CWSN in their examination in the general classroom setting.
2. The general teacher shall prepare progress report of CWSN, who is attending examination under general class room placement
3. Special educator shall prepare the plan for the examination/evaluation of CWSN placed under resource room as per their Individualized Education Plan (IEP) in close coordination with concerned general teacher.
4. Special educator shall prepare the plan for the examination/evaluation of CWSN placed under home based education as per their Individualized Education Plan (IEP) in close coordination with parents/sibling of CWSN.
5. Special educator shall prepare progress report of CWSN, who is placed under resource room and home based education under the supervision of Principal/Head teacher and same will be informed to the parents.