



भारतीय पुनर्वास परिषद्

सामाजिक न्याय और अधिकारिता मंत्रालय का एक सांविधिक निकाय
दिव्यांगजन सशक्तिकरण विभाग
भारत सरकार

REHABILITATION COUNCIL OF INDIA

A Statutory Body of Ministry of Social Justice and Empowerment
Department of Empowerment of Persons with Disabilities (Divyangjan)
Government of India



7-91/Incl.Tech./Comp. No. 5404/RCI

07 May, 2025

Public Notice

Subject: Comments/Suggestions on the Draft Curriculum for the Certificate Programme in Inclusive Practices (for Regular School Teachers) to become "Inclusive Teachers"

The Rehabilitation Council of India (RCI), a statutory body under the Ministry of Social Justice and Empowerment, Government of India, has developed a draft curriculum for the *Certificate Programme in Inclusive Practices* intended for regular school teachers to become "Inclusive Teachers". This programme aims to build capacities among school teachers to implement inclusive education practices effectively, in line with the Rights of Persons with Disabilities Act, 2016 and the National Education Policy, 2020.

In accordance with the principles of transparency and wider stakeholder consultation, the draft curriculum is being placed in the public domain for a period of **10 (ten) days** to invite comments and suggestions from all stakeholders including educationists, special educators, school teachers, institutions, professionals, NGOs, and members of the public.

The curriculum is attached at Annexure-A. In light of above, all concerned RCI approved Institutions and all Stakeholders are requested to submit their comments/suggestions, if any, in the format provided at Annexure-B latest by 19th May 2025 through email on msrci-msje@nic.in and ddprci-depwd@gov.in.

(विकास त्रिवेदी /Vikas Trivedi)

सदस्य सचिव/ Member Secretary

Encl.: as above

Copy to:

- 1) Sr. PPS to Secretary, DEPwD, Govt. of India
- 2) PS to Chairperson, RCI
- 3) PS to AS (MKN), DEPwD, Govt. of India
- 4) Sh. Himanshu Gupta, IAS, Secretary, CBSE with request to forward this to their affiliated schools
- 5) Shri Aman Sharma, Secretary, NCERT
- 6) PA to Member Secretary, RCI
- 7) All the State Education Boards
- 8) DD(T), RCI, New Delhi
- 9) DD(P), RCI, New Delhi
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**CERTIFICATE PROGRAMME IN INCLUSIVE PRACTICES
(FOR REGULAR SCHOOL TEACHERS)**

2025



**REHABILITATION COUNCIL OF INDIA
B-22, Qutub Institutional Area, New Delhi – 110016**

1. ABOUT THE PROGRAMME (CPIP)

The successful inclusive practices in our schools depends on regular teachers since they are indeed the backbone of inclusive education. Their ability to effectively support diverse learners is crucial for creating a truly inclusive learning environment. They play a key role in creating a learning space where all students feel valued and supported, regardless of their individual needs. It is important to build capacity of general education teachers for inclusive education, because they (i) are the ones who directly interact with students every day, building relationships and fostering a positive learning atmosphere; (ii) are best placed to observe and understand the learning styles and needs of all students in their class; (iii) can adjust their teaching methods, lesson plans, and materials to meet the diverse needs of students in their classroom; (iv) can work closely with special education teachers, therapists, and other professionals to provide support to students who need it; (v) play a vital role in shaping students' attitudes towards diversity and inclusion. In short, inclusive education is not just about having a special education teacher in the classroom, it's about ensuring that all teachers are prepared and equipped to support the diverse needs of all learners. Considering the above Rehabilitation Council of India has developed an in-service training programme for teachers those working in regular schools so that they can work hand in hand with special education teachers for quality education of all students including students with disabilities and other diverse needs.

The purpose of training to general education teachers is not to prepare them as special education teachers. Further it does not mean to replace special education teachers from the role that they undertake in mainstream schools towards creating an inclusive environment.

In nutshell this Certificate Programme in Inclusive Practices (for regular school teachers) is an unique programme that shall not only build competency among in-service teachers to support inclusive practices in the mainstream schools, but also make them to feel confident to believe that they are qualified to and capable of teaching all.

2. PROGRAMME OBJECTIVE

The Programme aims to build capacity of the teachers to:

- Accept and welcome children with disabilities in regular schools with positive attitude;
- Identify children having learning challenges without labelling them and place red flag for screening of problems and assessing the learning needs;

- Plan learning experiences considering the diverse needs in the classroom and teach all children together;
- Refer the problem to the suitable professional for additional or further support;
- Advocate for inclusion in the school and collaborate for resources as per the need;
- Appreciate the role of special education and rehabilitation professionals and jointly work with them.

3. ELIGIBILITY, CREDITS, MEDIUM AND DURATION

Eligibility

Any in-service teacher having a qualification recognized by National Council of Teacher Education (NCTE)

Credits of the Programme

The programme is of 15 credits.

Medium of Instruction

English, Hindi & Regional Languages

Duration of the Programme

Minimum duration: **6 months and** maximum duration: **24 months**. This means a student (Inservice Teacher) can complete the CPIP programme in minimum 06 months or maximum in 24 months duration.

4. REGISTRATION AND RENEWAL

In-service teachers those would successfully complete the training shall be considered for registration in CRR under other category as personnel with provision of renewal. The registration shall be as 'Inclusive Teacher'. For the purpose of CRR renewal, the teacher has to complete value added modules or earmarked Continuing Rehabilitation Education (CRE) to further strengthen the capacity as inclusive teacher. The RCI may enter into agreement with concerned authority to recognize the training and the CREs as equivalent to 'Continued Professional Development (CPD)' Programme being a mandatory from each general education teachers.

5. PROGRAMME STRUCTURE

The programme consists of Theory and Practical Courses. There are two theory courses and one practical course. The practical course has two components: School Based Activities (SBA) **and** Workshop Based Activities (WBA) and **all the courses are compulsory**. The details are given in the following table.

Sl.	Course Type	Course Title	Credit	Hours
1	Theory	Inclusive Schools: Concept, Policy and Leadership	03	90 hrs
2	Theory	Inclusive Classroom: Learning, Teaching and Assessment	03	90 hrs
3	Practical	School Based Activities	09	270 hrs
		Workshop Based Activities		
Total			15	450 s

6. DELIVERY AND EVALUATION METHODOLOGY

Delivery Mechanism

The Programme shall be offered through 'Open and Distance Learning'. The teachers shall be in contact with academic/subject specific counsellors for clarifying their doubts in theory and practical courses.

Conditions for Programme on Offer

The Programme shall be offered in India through Open and Distance Learning (ODL) by the Open Universities and Higher Education Institutions. Rehabilitation Council of India shall develop the common self-learning materials which shall be adopted by ODL University/HEI and as per need the translation shall be made in the regional languages. The teachers undergoing the CPIP shall be allotted a study centre or learner support centre or work centre as the case may be where they shall receive support and academic counselling services. These centres need to fulfil a set of conditions in terms of

faculty and resource support as per the terms and conditions shall be decided by Rehabilitation Council of India.

Evaluation Methodology

For the successful completion of CPIP, each teacher shall be evaluated as per the following method:

Sl.	Course	Total Marks	Formative/Continuous Comprehensive Assessment	Term End Examination	Passing Mark
1	Course I (Theory)	100	30 Marks through 02 Assignments	70 Marks through 70 Objective Type Questions of 2 hours duration	50
2	Course I (Theory)	100	30 Marks through 02 Assignments	70 Marks through 70 Objective Type Questions of 2 hours duration	50
3	Practical	250	250 Marks during 3-day Workshop on presentation and demonstration of practical activities	Nil	150
		50	50 Marks during 3-day Workshop on quality of participation during Workshop		
Total		500	360	140	250
There shall be reappearing facility for not successfully completing the examination					

Theory Course

Inclusive Schools: Concept, Policy and Leadership

Introduction

The course is designed to enable the in-service teachers to gain knowledge and appreciate the need of inclusive practices in their classrooms and the school. This will help them to focus on developing insights on welcoming the students with unique needs and accommodating their learning needs due to the disability conditions. The in-service teachers also will get an orientation on the different policies, legislations and provisions for promoting inclusive practices. The course also, intends to develop the capacity of a teacher to advocate for inclusion and to exhibit leadership for implementing inclusive practices in the classrooms and schools. The course provides required inputs to the in-service teacher to create a positive behavioural environment at the school level as well as at home by empowering family members of a child with special needs. In order to create a school as an inclusive learning environment, this course will help to foster accessibility, harness technology, and network as well as collaborate with others for additional resources and support.

Objectives

After completing the course, the in-service teachers will be able to:

- Acknowledge and appreciate the diversity among students in a school;
- Identify the learning needs of students due to different disabilities and apply inclusive strategies;
- Explain the shift from special education to inclusive education;
- Demonstrate legislative measures and policies, including NEP 2020, on ensuring free, compulsory and quality education;
- Promote social inclusion of children with diverse needs;
- Critically examine their own role in shaping the learning environment as inclusive;
- Compare various educational provisions for children with special needs made in various school boards;
- Develop home school continuity;
- Implement Positive Behavioural Interventions (PBIS) to create a safe and supportive learning environment;
- Foster accessibility through ICT and other means;

- Collaborate for resource mobilization;
- Demonstrate leadership and advocacy for inclusion in education.

Block 1: Inclusive Practices in Schools

Unit -1 Disability as Diversity

- Definition and concept of diversity in the classroom;
- Understanding diversity across children with disability;
- Attitudes, beliefs, and stereotypes about children with disability leading to discrimination and barriers to participation;
- Role of teachers in addressing diversity

Unit -2 Managing Learning Implications due to Various Disabilities in Inclusive Classroom

- Learners with visual impairment – blindness and low vision
- Learners with hearing impairment- deaf and hard of hearing
- Learners with intellectual and developmental disabilities (ASD, ID and SLD)
- Learners with locomotor disabilities, multiple disabilities and other disabilities

Unit -3 Legal Perspective: Inclusive Education

- Inclusion in Education- a fundamental right: RTE Act 2009 & 2012
- Provision of education as mandated in RPwD Act 2016; and parity with UNCRPD
- Equity in Education through New Education Policy 2020.
- Provisions for children with disabilities as per the POCSO Act 2012 /amendments added in 2019

Unit-4 Educational Provisions in Various Examination Boards

- Understanding reasonable accommodation during examination in the context of equitable and inclusive education;
- Educational provisions- CBSE;
- Educational provisions- CISCE;
- Educational provisions - NIOS; and State boards

Unit-5 Social Emotional Learning to Foster an Inclusive Learning Environment

- Understanding the role & importance of Social and Emotional Learning (SEL) in inclusive education
- Five SEL core competencies
- Teacher's role to identify and foster SEL competencies in 'All' students

- Integrating SEL in inclusive classroom practice

Unit -6 Creating an Equitable and Inclusive School Environment

- Promoting inclusive culture by providing equal opportunities and full participation in all school activities
- Understanding individual needs and creating a supportive environment
- Meeting diverse needs: personalised learning support, flexible learning, accessibility and teacher training;
- Building stakeholder capacity through collaboration between teachers, students and families & multidisciplinary team

Block B: Leadership and advocacy for Inclusion

Unit – 7 Understanding and Managing Family Needs

- Understanding and addressing the unique challenges and needs of family members having children with special learning needs;
- Empowering the parents to be able to accept the delay/disability of their child;
- Developing home–school continuity;
- Promoting family advocacy and parent self-help groups.

Unit -8 Positive Behavioural Intervention support (PBIS)

- Understanding the key aspects and benefits of PBIS;
- Three-tiered PBIS framework
- Creating a PBIS matrix;
- Role of teacher in implementing PBIS for the creation of a supporting school environment

Unit -9 Fostering Accessibility for Inclusion

- Accessibility needs for diverse learners;
- Making the physical environment accessible for all;
- Making communication accessible for all;
- Accessible curriculum and teaching-learning process.

Unit- 10 Harnessing Technology for Inclusion

- Assistive Technologies and digital platforms;
- Strategies and benefits of technology integration in inclusive education;

- Challenges and considerations in our country;
- Good practices from the field.

Unit- 11 Collaboration for Resources to Promote Inclusion

- Resource mobilization for inclusion and optimum utilization of available resources;
- Collaboration within the school and classrooms;
- Collaborating with other professionals at local, state and national levels;
- Collaboration with organizations promoting opportunities in sports/cultural activities/vocational skills such as Adaptive & Inclusive Sports with Special Olympics Bharat, Paralympic Committee of India, All India Sports Council for the Deaf, and Vocational talents with National Apylympics Association of India

Unit- 12 Leadership and Advocacy for Inclusion

- Understanding school leadership in the context of inclusion of children with special needs;
- Role of teachers and schools in advocacy and creating an inclusive ethos through leadership efforts for learners with special needs
- Sharing local success stories
- Promoting the role of parents/stakeholders in leadership and advocacy

Recommended Readings

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NCERT (2014). Including Children with Special Needs-Primary Stage, Department of Education of Groups with Special Needs. National Council of Educational Research and Training, New Delhi.

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Theory Course

Inclusive Classroom: Learning, Teaching and Assessment

Introduction

This course is designed to equip in-service teachers, teacher educators with competency necessary to address the diverse learning needs of students in inclusive classrooms regardless of their capabilities and backgrounds. It emphasizes on creating equitable, accessible, and engaging learning environments by integrating the principles of Universal Design for Learning and Differentiated Instruction. Through this course, they will acquire the competence to develop learning plans, adopt/adapt pedagogy and assessment practices to provide insights to inform instructional decisions and ensure that all students will have the opportunity to participate, progress and succeed. They will also learn essential skills and activities to be integrated during teaching learning and assessment. The course will also help them to develop skills to collaborate with different stakeholders to get support for enhancing participation, progress, and achievement of all learners, including children with disabilities.

Objectives

After completing the course, the in-service teachers will be able to:

- Identify diverse learners including children with disabilities in the classroom by using different screening and identification tools.
- Devise strategies to assess the unique learning needs of students from diverse abilities, as well as varied cultural contexts and linguistic backgrounds.
- Apply frameworks of UDL and DI in designing and facilitating learning in inclusive classrooms.
- Implement diverse assessment strategies that accommodate students' preferred modes of response to effectively measure their learning competencies aligning with the existing practices.
- Prepare assessment report based on multiple evidences collected through different assessment strategies and effectively communicate students' progress to different stakeholders (special education teachers, counsellor, fellow teachers, parents and student).
- Provide necessary support to learners using different assistive devices.

Block 1: Screening, Identification and Assessment of Learning Needs

Unit-1 Identifying Diverse Learners

- Screening, identification of disability in children and referral;
- Tools for screening and identification;
- Diagnostic assessment, issues of labelling and prevention;
- Identifying diverse learners for early Intervention;
- Role of teacher in identifying diverse learners.

Unit-2 Assessment of Learning Needs

- Assessment as integral part of teaching-learning
- *Policy perspectives on assessment - Assessment of students' holistic development,*
 - Purpose of assessment-Assessment for learning, Assessment of learning and Assessment as learning; Formative assessment and Summative evaluation
 - Types of assessment (eg. formal and informal, diagnostic, formative, summative, curriculum based, criterion referenced, culturally responsive and competency-based assessment).

Unit 3: Domains of Assessment

- *Perceptual motor and sensory area*
- *Psychosocial skills*
- *Language and communication skills*
- *Subject-domain/theme-based assessment (eg. school subjects like music, yoga, visual & performance art, skills, vocational exposure, language subjects, mathematics, science, social sciences, ICT etc.)*
- *Life skills (eg. decision making, problem solving, negotiation and persuasion, creative thinking, critical thinking, communication skills, time management, financial accommodation, interpersonal, leadership, self-care & wellbeing, independent living, coping in crisis, civil responsibility and living with other)*

Unit-4 New Approaches to Assessment of Learning

- Criterion for assessment- Learning objectives and learning outcomes as criteria, objectivity in assessment, relevance of multiple evidences, comprehensive and flexibility in assessment
- Shifting approaches from traditional (eg. examination, written tests, quizzes etc.) to competency-based assessments (eg. rubrics, projects, portfolios, presentations, self, peer and tech-based assessment etc.)
- Assessment practices in inclusive classroom (Exemplars on 'For learning'-before introducing a theme/topic, 'For & Of learning'-during teaching-learning and 'of learning'-after completion theme/topic, facilitating 'as learning'-self assessment & peer assessment)

Unit-5 Modalities and Accommodations in Assessment

- Assessment of Group Learning (eg. Surveys, observation & record, field visits, art work, experiments, projects, assignments, community services that demands group work; teacher made rubrics for assessment of presentation, assignments)

etc.; can be used as excellent opportunities to assess the process skills, social skills, communication skills etc.)

- Assessment of Individual Learning (eg. tests, creative work-essay, story, poem writing, experimentation, individual projects, drawing and craft-work, etc., portfolio-assessment, self-assessment, peer assessment, case study, work place assessment, internship- assessment)
- Accommodations in conducting assessment (eg. Nature-Objective types in place of subjective assessment etc.; Modes/formats-oral, ISL, text, Braille digital, Voice to text, text to voice, activity-based etc.; Content-exemption of subject, topic/theme, pictorial etc.)
- Practising accommodations in assessment (eg. designing rubrics and other tools, deciding accommodations with respect to presentations, responses, time scheduling and settings etc., combining accommodations for getting desired responses, evaluating accommodations-effectiveness, perceptions of students & other stakeholders etc)

Unit-6 Assessment: Provisions for Children with Disabilities, Report Writing and Communicating

- Provisions of assessment and evaluation for learning- (eg. guidelines for conducting written examination for persons with disabilities, provisions, exemptions & concessions to the CwDs for the Secondary stage examinations and examinations of lower classes)
- Reporting practices: learning-progress card (general), case study report, activity-profile report, Portfolio-based report, rubric based report, holistic/comprehensive report card etc.
- Communication of assessment report with special education teachers, counsellor, fellow teachers, parents and student.

Block 2: Learning, Teaching Practices in Inclusive Classroom

Unit 7: Creating Inclusive Learning Environments

- Diversity in learning, learning styles and preferences, theory of multiple intelligence and its implication on student's learning;
- Understanding and comparing learning preference of students with and without disabilities;
- Inclusive Learning Environments: Structuring classroom layout for accessibility for full and effective participation,
- Practices facilitating learning: practices to facilitate personalized learning, paired learning, buddy system, peer-interaction, cooperative-learning, multi-sensorial learning, project-based learning, experiential learning, social-emotional learning, technology mediated learning, self-regulated learning, reflective learning etc.
- Three Hs of inclusive teaching and the Inclusive Pedagogical Approach in Action Framework.

Unit 8: Differentiated Instruction and Universal Design for Learning

- Differentiated Instruction (DI): Differentiation by content, process, product, and learning environment;
- Universal Design for Learning (UDL): Multiple means of Engagement, Representation, Action & Expression;
- Integrating UDL and DI to respond to learner diversity;
- Classroom strategies for supporting CwSN, and linguistically/culturally diverse students.
- Reflective teaching practices for adapting and improving instruction.

Unit 9: Learning Plan Development

- Steps in designing inclusive learning/activity plans;
- Formulating learning objectives aligned with curriculum and learner profiles.
- Curriculum Adaptation: concept, accommodation and modification in curricular process and types of curriculum adaptation, planning strategies for adaptation of curriculum for learning.
- Integrating different learning resources: concrete learning aids, print/textual, audio, visual, video, tactual, activity-based, multi-sensory, e-resources.
- Designing Coordinated/Integrated Classroom-Based Interventions (eg. Activities for therapeutic interventions) Use of multi-modal and multi-sensory instructional resources;

Unit 10 Teaching of School Subjects by Using Inclusive Pedagogical Approach

- Teaching of Language;
- Teaching of EVS/Social studies;
- Teaching of Math;
- Teaching of Science

Unit 11 Teaching of Other School Activities by Using Inclusive Pedagogical Approach

- Teaching of Adapted & Inclusive Physical Education;
- Teaching of Adapted Yoga;
- Integrating of 'Art' in curriculum and developing interest and participation in inclusive art activities;
- Integrating of 'Drama and Dance' in curriculum and developing interest and participation in inclusive art activities;
- Promoting life skills

Unit-12 Essential Skills in Teaching-Learning

- Basics of Braille-reading and writing (including using Taylor frame, abacus, geometry kits etc.)
- Basics of Indian Sign Language
- Basics of orientation & mobility training

- Basics of positioning, lifting, carrying, transfer & mobility
- Basic e-resources & mobile applications to support learning

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Practical Course

Introduction

This course aims to provide teachers with a comprehensive framework to identify learning challenges, plan inclusive instruction, and implement inclusive practices in their classroom and school. It also aims to build capacity so that teachers can collaborate with special education teachers, disability specific agencies, families and communities. The practical course is divided into 2 parts: (i) School based activities- SBA, to be carried out at own school of the teacher, and (ii) Workshop based activities-WBA shall be carried out at training centre. WBA shall be conducted not only to develop practical insights, but also it shall have sessions to evaluate teachers' performance in both SBA and WBA.

Objectives

- Select and apply appropriate screening tools to identify children at risk for developmental delay and disability.
- Observe and understand children's developmental and academic profiles through structured tools and informal strategies.
- Develop and implement inclusive learning plans using Universal Design for Learning (UDL) and Differentiated Instruction (DI).
- Design and adapt subject-wise learning activities with suitable accommodations.
- Implement inclusive instructional practices with assistive technology, visual schedules, and flexible grouping.
- Develop inclusive assessment tools and use them for formative feedback.
- Promote inclusive culture through collaboration with parents, peer sensitization, and school-wide inclusive events.
- Design accessible TLM, build buddy systems, and conduct awareness campaigns.
- Engage families through meetings, home support, and advocacy training.

Part 1: School Based Activities (SBA)

Practical Area	Activity No.	Title	Description	Submission	Credits
SBA1	1.1.	Familiarization with screening tools and	Familiarize with developmental domains and milestones,	Submit descriptions of two screening	2

Screening and Assessment of Learning Needs		observation of children’s activities milestones	observe and identify suspected children by using tools like PRASHAST.	tools and an observation report of suspected children.	
	1.2.	Application of screening tools and analysis	Apply selected screening tools in classrooms, document the patterns, consult professionals, and analyze findings.	Submit screening tool report with analysis of findings.	
	1.3.	Educational assessment and report writing	Select/design assessment tools, conduct assessments for two students, identify their learning challenges and strengths.	Submit educational assessment reports of two students.	
SBA 2 Development and Implementation of Inclusive learning Plans	2.1	Designing inclusive learning plans using UDL & DI	Design three inclusive lesson plans using UDL (engagement, representation, expression) and DI (content, process, product, environment).	Submit three inclusive learning plans.	3

	2.2.	Subject-wise differentiated activity plans	Use the inclusive learning plans as per 2.1. and develop three inclusive activities in any two subjects integrating multi-modal strategies and technology.	Submit three adapted subject-wise differentiated learning plans.	
	2.3.	Implementation of inclusive learning plans	Implement three plans from 2.1/2.2 with UDL/DI accommodations . Use authentic assessments and provide feedback.	Submit implementation report, assessment tools, along with reflective diary.	
SBA 3 Support and Advocacy for Inclusive Practice	3.1	Developing Personalized Learning Support/IEPs and accessible TLM	Develop and implement PLS/IEPs with special educators and parents for students as per Activity No. 1.3. along with accessible TLM using UDL principles.	Submit two PLS/IEPs and two TLMs.	2
	3.2	Building peer support and buddy systems	Form buddy groups, train peers, and document engagement	Submit documentation of buddy	

			through feedback and peer reflections.	systems and insights.	
3.3. Any 1 Activity	Planning inclusive games and classroom activities	Design inclusive physical/sensory games, foster mixed ability teams, use adaptive equipment.	Submit game plans and video/photo evidence.		
	Conducting inclusive school events and awareness campaigns	Plan inclusive assemblies, awareness days (e.g. Autism, Braille), share role model stories and conduct street plays.	Submit event reports, photos/videos, and mentor feedback.		
	Engaging with families of CwSN	Conduct parent meetings, create awareness materials, organize nature camps and enable advocacy.	Submit meeting reports, case summary, home support records, and audio/print materials.		

Part 2: Workshop Based Activities

Days	Session 1: Presentation by Resource Person (60 minutes)	Session 2: Assessment of Group Activities and Presentation by students (120 minutes)		Session 3: Assessment of School Based Activities (180 minutes)
Day 1	Teacher as Agent of Change for Promoting Inclusive Practices	Group Discussion & Presentation on “Building stakeholder capacity through collaboration between teachers, students and families & multidisciplinary team”	Lunch Break	Individual Presentations and Assessment of Practical Activities on “Advocacy & Leadership to promote Inclusive practices in Schools”
Day 2	Role of Teacher in Identification of diverse learning needs	Group Discussion & Presentation on “Assessment of learning and Provisions for Children with disabilities”		Individual Presentations and Assessment of Practical Activities on “Screening, Identification and Assessment of learning Needs”
Day 3	Understanding DI and UDL, Integrating UDL and DI to respond to learner diversity	Group Discussion & Presentation on “Curriculum Adaptation: planning strategies for adaptation of curriculum for learning.”		Individual Presentations and Assessment of Practical Activities on “Preparation of learning plan and teaching practices in inclusive classroom”

Format for Comments/Suggestions on revised curriculum

Name and details of the Organization:

Name of the Contact Person:

CRR no.: (OPTIONAL)

Designation:

Email ID:

Mobile number:

Training program (new nomenclature)	Section	Page number	Comments/Suggestion

Signature with name

Note: All details are essential. Comments submitted without incomplete information or any other format will not be considered.