

## HDFE DEPARTMENT MODEL EXHIBITION

**Theme: Children with Disability**

**Date: 15<sup>th</sup> April'2024**



### **1<sup>st</sup> Model: Rights of persons with disabilities, RPWD ACT 2016**

The model represents the RPWD Act, 2016. The Act replaces the persons with disabilities (equal opportunities, protection of rights and full participation) Act, 1995. It fulfills the obligations to the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory.

### **2nd Model: Different types of therapy for the intervention of children with disability**

Therapy is the treatment of someone with mental or physical illness without the use of drugs or operations. The therapies are divided into 6 types - play therapy, occupational therapy, art therapy, psycho-therapy, physio-therapy, speech therapy. The therapies are very useful for the all round development of children with disability.

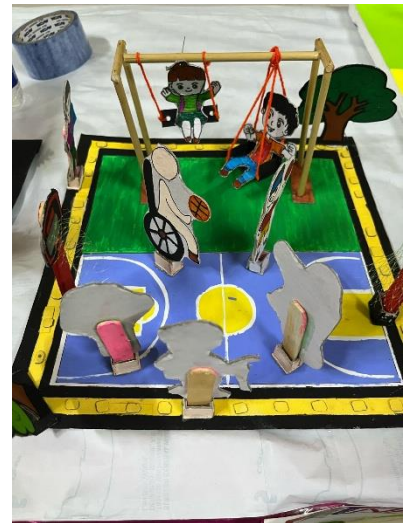


### 3<sup>rd</sup> Model: Inclusive Education



The model represents Inclusive education set up at a school, classroom and playground at school. Inclusive means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how one develops and design schools, classrooms, programs and activities so that all students learn and participate together.





#### 4<sup>th</sup> Model: National Education Policy

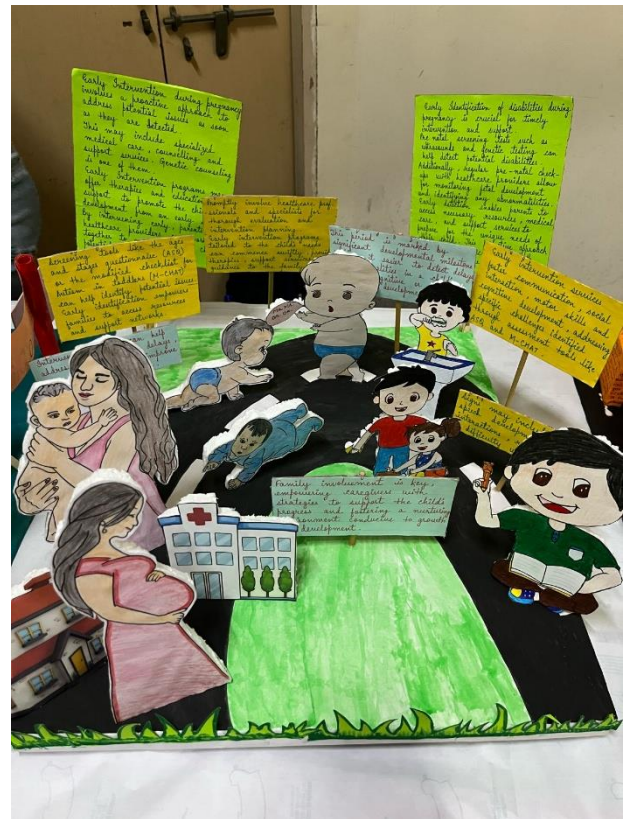
The model represents the National Education Policy. The model is broadly divided into 2 parts one describes about NEP 1986 and second part describes about NEP 2020. In NEP 1986 the older structure was 10+2+3, where 10 stands as 5 year primary school + 3 year pre school + 2 year high school.

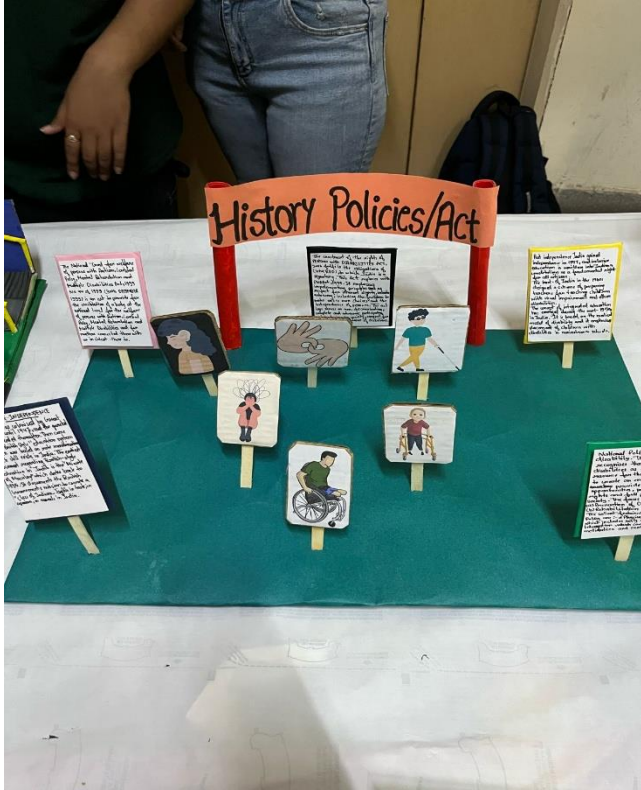
In the replace of 10+2+3, the new NEP came with 5+3+3+4, where 5 stand as pre primary + 1st and 2nd class, 3 stands for 3rd class to 5th class and 3 stands for 6 to 8th standard and finally 4 stands as 9th to 12th class.

Basically, changes at both school and college level as a part of 2020 policy are made for holistic and multidisciplinary education. The policy also emphasizes on vocational training, inclusive education and special education for children with disability.

#### 5<sup>th</sup> Model: Early intervention and identification

The model highlights the importance of early identification and intervention for children with disability. Early Identification refers to a parent, educator, health professional, or other adult's ability to recognize developmental milestones in children and to understand the value of early intervention. The early years of a child's life are critical for life long learning. These years determine child's survival and thriving in life, and lay the foundations for her/ his learning and holistic development. It is during the early years that children develop the cognitive, physical, social and emotional skills that they need to succeed in life. The World Health Organization (WHO) states that early childhood is the most important phase for over all development.



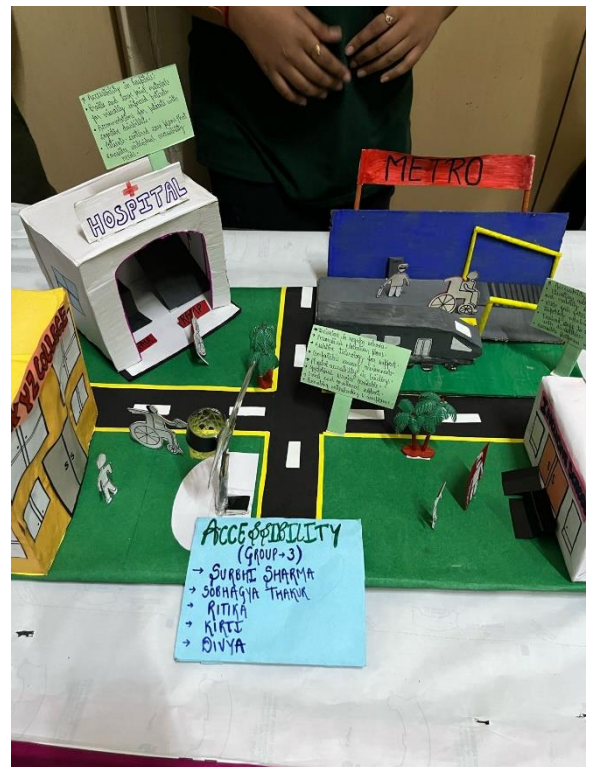


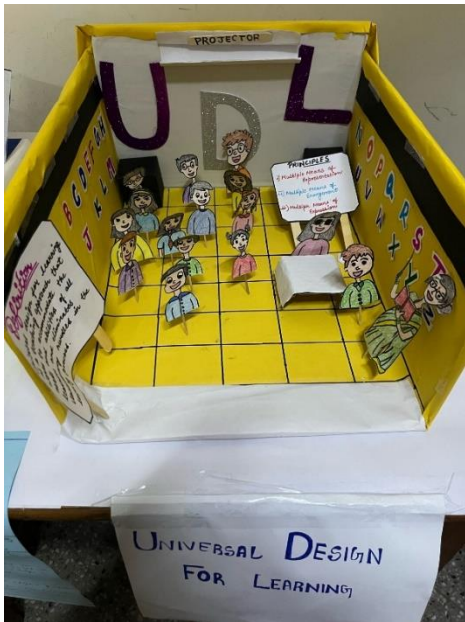
### 6<sup>th</sup> Model: History of initiatives taken in the area of disability

The model represents the Post independence era. India gained independence in 1947, and inclusive education is written into India's constitution as a fundamental right for all citizens. The Govt. of India in the 1960s designed a scheme of preparing teachers for teaching children with visual impairment and other disabilities. The National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 No 44. (30<sup>th</sup> December 1999) is an act to provide for the constitution of a body at the National level for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities and for matters connected therewith or incidental there to.

### 7<sup>th</sup> Model: Accessibility for Children with disability

Ensuring accessibility for children with special needs is crucial for their development and inclusion. This involves adapting environments, tools, and activities to accommodate diverse abilities. By providing inclusive education and tailored support, we can empower children with disability to thrive and participate fully in society. Accessibility fosters not only equal opportunities but also celebrates the unique talents and perspectives of every child, enriching our communities as a whole.





### 8<sup>th</sup> Model: Universal Design for learning

Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. The three main principles of UDL are as follows:

- Means of expression & actions
- Means of engagement
- Means of representation

### 9<sup>th</sup> Model: Life Skill education and Vocational Training

The Model demonstrates the need for proper vocational training for people with disability. It can be life changing as it enables individuals to be independent & helps regain their confidence & integrity.

