

Draft copy

Government of West Bengal
Directorate of School Education
Bikash Bhavan, 7th floor, Salt Lake,
Kolkata- 700 091.

Memo No. 149(42) SC/6
Misc/48/2015

Dated, Kolkata, the 15/3/, 2016.

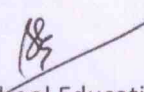
From : The Commissioner, School Education, West Bengal

To : The District Inspector of Schools (S.E) /(P.E),
All the Districts of West Bengal

Sub. : Guidelines on curriculum Adaptation for children with special needs.

With reference to the above the undersigned has to forward herewith the "policy guidelines on curriculum Adaptation for CWSN" as framed and enunciated in the meeting held in the chamber of the Principal Secretary, School Education Department, Government of west Bengal on 17.06.2015 regarding curriculum adaptation for children with special needs. He/she is being directed to communicate to all the schools and to ensure that all school authorities strictly adhere to the principles enshrined in the guideline. A copy of the guideline is annexed herewith.

Enclosure :


Commissioner, School Education,
West Bengal

As stated above.


Memo No. 149(42)/1(8)-SC/6

Dated, Kolkata, the 15/3/, 2016.

Copy forwarded to the :-

- 1) Principal Secretary, School Education Department, West Bengal.
- 2) Chairman, Experts Committee.
- 3) Administrator, W.B.B.S.E.
- 4) President, W.B.C.H.S.E.
- 5) President, W.B.B.P.E.
- 6) Chairman, W.B.C.R.O.S.
- 7) Director, S.C.E.R.T.
- 8) Chairman, D.P.S.C., all the districts.

for Commissioner, School Education,
West Bengal.


22/02/16

Annexure

GUIDELINES

To ensure the facilities of the children with special need following guidelines may be implemented in all govt. recognised schools.

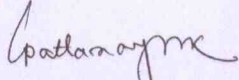
For the Children having problems with movement, The School should have ramp, and the H.M will try to arrange the class for the particular student in the ground floor as far as possible. The ramp and the handle should be made as per PWD norms. For the Children with visual problems sitting arrangement may be done for them in the front row and near the windows. Brail text books and text books with larger print should be provided for them. Toilet may be made in such a way that everybody including the children with special needs can use it.

The schools should follow the guidelines of the boards and councils as circulated by their end regarding the matter. West Bengal Board of Secondary Education's circular may be followed in this regard. West Bengal Council of Rabindra open Schooling's memo no.913-WBCROS/2015 Dt. 24/11/15 may also be seen.

Comprehensive Policy Outline

SL.	Issues	Primary	Secondary and Higher Secondary
1	Language Option	<ul style="list-style-type: none">• At the primary stage a student with hearing impairment will have the option of studying both the first and second languages and only the first language.• At this stage during the period for second languages the student studying only first language may be given tutorial support for first language by the teachers or by special educators as and when possible.	<ul style="list-style-type: none">• From classes V onwards such student will have the liberty and option of studying only first language or both first language and second language. The option of only first language or two languages will be exercised by the student and his/her guardian in consultation with teacher/special educator.• In case a student takes up language also there will be tutorial classes for the student for second language at least once a week during class v so that he/she can cope up with what he /she has not learnt in the lower classes. Such tutorial classes for second language may continue even after class v by the teachers or by special educators as and when possible.
2	Evaluation & Examination	<ul style="list-style-type: none">• For such student question paper for second language may have one question in the reading section less than those meant for other students and one or more question in grammar section as substitute for regarding section question, class by class, upto Madhyamik (10th) level because regarding section questions require repeated, close and intimate reading which may be difficult to attend.• Questions related to abstract meaning (poems, idioms) in language paper should be given alternate question (non-abstract).• Similarly in the writing section the question can be designed to require shorter replies, say within fifty words because long writing replies may pose certain difficulties to the certain students with disabilities (eg. Visually Impaired). Such alternatives may be made optional also vis-à-vis the normal questions. Up to class VIII this may be made compulsory and progressively reduce phase out this facility with a view to encourage acquisition of confidence.• A separate column may be provided on the title page of the answer book for indicating the category of students with disabilities so that these answer books could be segregated for sending them separately to the examiner. Like information is collected on children who are visually impaired, the information on hearing impaired children may also be collected to facilitate the examination process for these children as well, if required	

3	Seating Arrangement	<ul style="list-style-type: none"> The head of the school may arrange the seating arrangements for the certain students with disabilities (eg. Visually impaired, multiple disabilities etc.) On the ground floor, as far as possible.
4	Other Subject	<ul style="list-style-type: none"> In the science subjects and geography question requiring drawing of pictures or geometrical diagrams or maps may be made optional with descriptive or text type questions.
5	Books	<ul style="list-style-type: none"> Books may be printed in large characters/prints with illustrations and Braille insertion
6	Amanuensis	<ul style="list-style-type: none"> The amanuensis should be a student of class lower than the one for which the candidate will be taking the examination. The head of the school chooses a suitable amanuensis and forwards his/her particulars to the concerned authority for consideration. The candidates may be permitted to use the services of an amanuensis in all or any of the papers/subjects. The candidates will be permitted to draw the diagrams etc. themselves, if desired by them.
7	Additional Time	<ul style="list-style-type: none"> Additional times as under should be given in each paper. <ul style="list-style-type: none"> a. For paper of 3 hours duration 45 minutes b. For paper of 2 hours duration 30 minutes c. For paper of 1 hours duration 15 minutes


for. Commissioner of School Education
West Bengal
