



**TEACHING AND TRAINING TO PWDS :
ISSUES AND CHALLENGES**

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TEACHING AND TRAINING TO PWDS THROUGH MULTI DEVICES

Dr.K.Vellaichamy

Assistant Professor Department of Education Madurai Kamaraj University
Madurai-625 021.

Abstract

Master Trainers' Training module may be developed and distributed to school levels. Teacher's training module that developed should be distributed in all the schools. The module guides the teachers in classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module enables the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM and use of special aids.

Introduction

Under Article 21-A of the Constitution and the RTE, the right to free and compulsory education is available to children between the ages of 6 and 14 only. However, the PWD Act extends this right until the age of 18 years. There is the issue of classification of CWSN, the PWD Act places a benchmark that a person with disability means a person suffering from at least 40% of the listed disabilities. Children who do not fall under the definition of a 'person with disabilities' will have to be educated as per the RTE. The provisions under the PWD Act and Rules are not binding on mainstream schools which are not considered special schools.

Under SSA, efforts are made to give quality education to children with special needs. Some kind of liaison with parents of such children is extremely essential. Parent Councils were formed and regular meetings held on creating awareness on various disabilities. Parents were urged to hold a positive attitude and have faith in the abilities of disabled children. The Council has provided the platform to discuss family, social, education, rehabilitation issues and various psychological barriers related to disabilities.

Training Strategy

In cascade mode, training may be imparted to project staff at district, block and village levels. Class teachers dealing with disabled child is given specific training of the concerned disability at DRG level by qualified and experienced Resource Teachers. Class teachers of disabled children are oriented on classroom management, attitudinal aspects of teachers, classmates and schoolmates, curricular and co-curricular activities, supplementary literature, use of specific aids and appliances to address the problems of concerned disability of children. All other teachers of a school with a disabled child are trained on classroom management, attitudinal aspects of teachers, classmate and school mates and co-curricular and curricular activities.