



[A Report on the Best Practices in Inclusive Education for CWSN in Maharashtra](#)

# Multi-Purpose Resource & Training Centres (MPRTECs)



MAHARASHTRA





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### **1. Status of Inclusive Education:**

Inclusive education is when every child is welcomed and valued into the mainstream classroom regardless of ability or disability. It is not just a place but a process. A process that has highest regards for the needs and requirements of children with special needs. Currently, the RTE enforces the policy of Inclusive Education (IE) of CWSN across all schools throughout the nation. However, there are schools that do not follow the required norms and this may be due one or more of the following reasons:

- Lack of awareness
- Lack of understanding
- Lack of training
- Lack of a strong and sustained driving force behind the process of IE
- Lack of resources which include:
  - Financial resources
  - Infrastructural resources
  - Human resources
  - Space
- Large class sizes (numbers per class!)
- Attitudinal issues
- Poor acceptance to change, due to rigidity



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- Fear of acceptance of the school within the local community
- Need for 100% results
- Status of school

The above is by no means an exhaustive or comprehensive list of reasons why IE has still not gained the required momentum in Indian schools. This not to say that there aren't schools who practice IE in its truest spirit. But such schools are far and few between and often hard to find.

## **2. The MPRTC's**

The MPRTC's at various districts in Maharashtra, are one of the finest examples of a concerted effort to realise the dream of IE. This centre is proof of the fact that all it takes for inclusion and integration to become a reality is a handful of passionate and dedicated grass-roots level professionals who strongly believe in the concept and leave no stone unturned to make it happen!

## **3. The Concept of the Multipurpose Resource and Training Centre (MPRTC) :**

The state of Maharashtra has selected one school in urban/semi-urban blocks and made them MPRTC's where CWSN from surrounding schools in the block can come to avail of a broad spectrum of services. These consolidated centres have greater resources and therefore more attention is provided to CWSN with multiple disabilities too. If teachers in mainstream schools face difficulties in teaching or evaluating CWSN, they will receive better support from the Resource centre (along with partial support from Resource teachers). The needs



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of CWSN who do not attend MPRTC will continue to be catered to, by the teachers of the schools in which they are enrolled.

It should be noted that the MPRTC is not a special school with only CWSN. The MPRTC is simply a larger centre with a greater critical mass of CWSN. The MPRTC helps push teachers to learn ideal methods of inclusive education as they already have a huge workload with the mainstream non-challenged learners. The MPRTC also solicits the involvement of the community, along with key role-holders therein such as the Sarpanch and the Education Sabhapatis.



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### **4. Need of Multipurpose Resource Centre for CWSN**

Children with special needs are spread across vast areas within a given region. It is difficult to locate them and identify their special needs leave alone render services to them by way of support and interventions. This is one of the primary reasons why it becomes imperative for districts across the state to make Multipurpose Resource Centres available at key locations which are accessible to parents of CWSN from far and near. Apart from this, such a centre if well equipped with human resources and appropriate equipment/aids etc. can give diagnostic, remediation and therapy related support to a broad spectrum of CWSN.

### **5. Objectives of MPRTC for CWSN.**

Various inclusive education projects are being mobilized in various parts of Maharashtra. These are called the MPRTC- Multi Purpose Resource Training Centres.

The objectives of these centres are to:

- Identify children with special needs within the community
- Diagnose their specific special needs area
- Render services under the “response to intervention” policy while parallelly identifying mainstream schools to admit these CWSN
- Admit the CWSN into a mainstream school
- Make support services available to the mainstream schools with CWSN so that they may seamlessly integrate these learners into the *fabric of the school*.



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### **6. Key activities being undertaken at the MPRTC.**

The MPRTC has taken the onus of the following activities:

- Identifying children with special needs at the grassroots level:

This is done through various projects and activities such as summer camps, short workshops, talks for parents to “attract” them to come to the centre so that they can initiate the process of making the MPRTC services available to their child. More often than not parents of CWSN are either reluctant or not self-driven/ motivated enough to make special needs interventions a priority in their child’s life. And this being the case, it is a long way before these children see a school and partake of the joys of being part of a mainstream learning programme.

Assessment camps conducted for Identification: Assessment camps are set up for formal functional identification. These camps are organized for identification of following children:

- Children with Low Vision / Visual Impairment
- Children with Hearing Impairment
- Children with Orthopedic needs
- Children with Cerebral Palsy
- Children with Multiple Disabilities
- Children with Speech Impairment
- Children with Intellectual Impairment

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- Children with Autism Spectrum Disorder
- Children with Learning Disabilities
- Children with Hearing Impairment and
- Children with Visual Impairment.

The children, if found at risk with any of the above challenges, are referred by the teacher for formal a functional assessment in MPRTC.



*Medical Assessment Camp for Low Vision*

*orthopedic Assessment*



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## ***Corrective Surgery Camp***



## ***Convergence with Life Line Express***

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*Audiometric Assessment*





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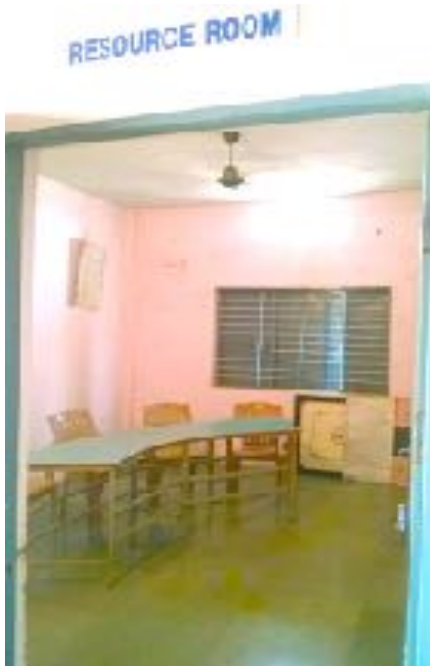
- Rendering a broad spectrum of Special Needs Services to Children with Special Needs:

These include the following:

- Early Intervention Centres
- Diagnostic Services
- Occupational Therapy
- Physio- Therapy
- Counselling Therapy
- Speech Therapy

*Academic support in the class room for individual attention to CWSN :- A barrier free classroom space is provided along with adaptive teaching learning material, large print books, braille books, low vision devices, hearing aids, modified furniture etc. Partial support is given by the RT (Resource Teachers) in this resource centre.*

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*Resource Room*



*Cognitive Development Activity*



*Various tactile orientation*



*Tactile Map orientation*



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*Improving Writing skill*



*Pre Braille readiness programme*



*Children mainstreaming in regular class*

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*Mobility training to Children with Visual Impaired*



*Preparing TLM for CWSN*



Drushtidos Vidyarthyan Karita  
uthavdar Adhayan sahitya Tayar  
karit Astana Mava Dhawale

*Support through Day Care Centre*



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- Parental activities:

The centre ensures that the parents who are attached or are already attached to the MPRTC are actively involved in various activities and events. These include

- Awareness sessions
- Sensitization programmes
- Education sessions
- Participatory programmes
- Parents as partners in the process of intervention

It is important to note here that the centre renders not just disability based interventions but also severity based ones as it is very important to take that into account while addressing special needs in children.

Preparing CWSN for being mainstreamed into inclusive education programmes: There are some special needs children who are not “inclusion and integration ready” when they first come to the MPRTC. The team here ensures that the child is prepared to be able to take the simple yet essential rigour of the routine of mainstream schools.

- Preparing the schools that have been identified, for *welcoming* a CWSN:

A lot of effort is put in by the entire MPRTC and the heads to ensure that the school too is “inclusion and integration ready” for the sake of the child. This as it turns out, is one of the most daunting tasks of the entire inclusive education programme.



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*Hands-on Teacher training : Case study discussions, Group presentations, individual presentations by RP/RT class teachers for new thought processes, model lesson planning processes are all part of the induction programmes for the team of teachers at the mainstream schools.*



*Individual Presentations on Field Visit feedbacks for further action plan*



*Group Discussion with Resource Teacher and Resource Persons*



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- Ensuring a smooth transition between a home-based or therapy centre based learning programme to a school based learning programme:



*Therapeutic facilitation at home*

- There are initial hiccups in the mainstream schools that need to be handled very deftly by the resource teachers and the heads or other therapists, so that the child and the parents are not deterred from the school or from the learning that takes place therein. The resource teachers are diligent in ensuring that these issues are addressed at the earliest.



*Therapeutic Assessment & treatment activity*

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- Preparing IEPs for CWSN in mainstream learning programmes:



The visiting resource teachers prepare IEPs for each of the special needs cases in consultation with all the other rehabilitation practitioners who work with every case. This is further discussed with the team of teachers at school to

give a robust plan to support the CWSN.

- Regular/routine monitoring of the IE programme in each school :

This involves not only support by the resource teachers on a daily basis but also help by the other professionals and the project co-ordinators from time to time to ensure that at no time the core or essence of the IE programme is compromised.

- Feedback by the assigned Resource teachers to the concerned stakeholders in the IE programme viz: Parents, School Heads, School Managements (if required), District Co-ordinator (IE-SSA)
- Reviewing and re-aligning the IEP from time to time for continuous progress.
- Assessing the efficacy and impact of the IE programme
- Conducting trainings for teachers in mainstream schools at regular intervals to equip them and keep them updated about the best practices in IE programmes.



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- On-going in-class support for class room teachers on how to address the learning needs of CWSN during their classes.
- Info sharing of various schemes for CWSN.

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**7. Some best practices that add to the success of the project:**

*(Little things that make a big difference!)*

- Uniforms for resource teachers



- Modified chairs



- Mothers as Support staff for IE programme



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- *Niraamay* - Insurance schemes for CWSN made available to 475 kids
- Free bus service for CWSN and discounted services for parents or any other adult attending to a CWSN
- Monetary incentive for parents bringing their child regularly for therapy/ school based learning for more than 75% attendance.
- Sibling sensitization and mobilization to support the CWSN.



- WhatsApp group of siblings called “Sweekar”, almost like an SHG or a helpline



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### *Summer Camps:*

*A time of fun frolic and bonding the summer camps have become a much awaited event as much for the parents as for the children. Drama, Music, Sports activities and Pre Vocational Skill Training Programme are some of the highlights of these summer camps. During the camps the districts take the initiative to develop children's hidden qualities through all these workshops. The dual intention of these is to also create an awareness among parents and the community at large regarding the MPRTCs in their respective districts. In the last programme has picked up huge the parent groups too as they are not just in supporting but also music, dance and drama events on*



*few years this momentum among completely involved participating in the finale day!*



***Preparing an Aquarium***





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**8. Number of Resource Teachers and Resource Persons for CWSN at MPRTCs:**

<b>Type</b>	<b>Resource Teachers And Resource Person</b>
Blind	334 RT)
	162 RP)
Hearing Impairment	704 RT)
	227 RP)
Intellectual Impairment	910 RT)
	360 RP
	25 (PT )
Multiple Disability	11 (OT)
	29 (PSY)
Cerebral palsy	
Autism	
<b>Total</b>	<b>(1948 RT)</b>
	<b>(814 RP)</b>



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**9. Number of CWSN covered through these centres and no. of children in the Mainstreaming programme through these centres who are attending regular school and continue to be given partial support from these centre.**

Disability	No. of Children Covered through these Centres			No. of Children in the Mainstreaming programme through these Centres		
	Boys	Girls	Total	Boys	Girls	Total
Low Vision	3318	2680	5998	3318	2680	<b>5998</b>
Totally Blind	392	372	764	392	372	<b>764</b>
Hearing Impaired	2558	1860	4418	2558	1860	<b>4418</b>
Speech Impaired	1661	1175	2836	1661	1175	<b>2836</b>
Orthopaedic	3694	2482	6176	3694	2482	<b>6176</b>
Mentally Retarded	2970	2025	4995	2076	1720	<b>3796</b>
Multiple Disability	6885	7010	13895	5457	6000	<b>11457</b>
Cerebral Palsy	2626	1536	4162	1911	1000	<b>2911</b>
Autism	1542	1125	2667	1398	1000	<b>2398</b>
Total	<b>25646</b>	<b>20265</b>	<b>45911</b>	<b>22465</b>	<b>18289</b>	<b>40754</b>

**10. Impact of these centre showcasing voices of various stakeholders.**





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- Parents of CWSN: The parents attached to these centres receiving services as well as those whose children have been welcomed in mainstream schools are extremely happy and feel very supported. They now harbour a sense of security that comes from the conviction that any help they need is just a phone call away and that they don't need to be anxious any longer about their child.
  - bringing their child with Spl. needs on their own to the school
  - making material available by their own choice
  - a trust factor with the MPRTC team is developed



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- Teachers: The teachers in mainstream schools are always open to being helpful to CWSN in their classes. However, their inadequacies that come from the lack of knowledge and training in special needs, deters them from welcoming CWSN wholeheartedly. The MPRTC is a step towards doing away with this feeling that teachers harbour, by giving them the helping hand of a trained resource teacher during their school hours to help them serve these learners more effectively and more meaningfully.
- School Heads: School heads take great take pride in being able to say that “We are an inclusive school and even share facts and figures regarding the same!” This is indeed a long awaited paradigm shift which showcases the fact that with a sincere and concerted effort all the stake holders in the IE process can benefit from it!
- Children: The IE programmes across a wide array of schools is as or in some manner of saying, a bigger benefit to the non-challenged learners as it if to the CWSN! This is because in a diverse world where “everything around you is *different* from you”, it is now imperative for schools to make such an ecosystem available to ALL the kids so that they go out into the world and are better equipped to handle the diversities they encounter. Having CWSN helps all learners
  - know more about different types of CWSN
  - learn about the specific needs of CWSN
  - the dos and don'ts of co-existing with persons with special needs



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- becoming more helpful thereby learning values of giving/ philanthropy/ benevolence/ charity and most importantly Gratitude.
- become more sensitive towards all kinds of special needs
- inspire them to work with and also probably employ persons with challenges in the future.



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- CWSN: there are numerous benefits that CWSN derive from the IE programme
  - sense of being included
  - peer acceptance
  - confidence
  - happiness
  - sense of pride
  - more friends
  - equal opportunities
- Management: The managements of schools also take pride in being the “role model” school of the community by truly practising what they believe in. thereby propagating the concept of Inclusive Education to other schools in an around their district.
- Parents of non-special needs learners: Parents of non-special needs learners feel extremely satisfied that their child is learning to be sensitive and empathetic towards CWSN due to which the foundation stone of life-long socially acceptable attitudes and behaviours is being laid.

### **11. In conclusion:**



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The concerted effort by the MPRTCs in Maharashtra is replete with success stories! It is a daunting task that cannot be achieved without the whole hearted support of all the stakeholders. Such projects stand to benefit the entire ecosystem of school education in a positive and completely inclusive way. If an attempt is made to replicate it in other parts of the country it can be a case of immense pride as a “model of inclusive education made available to the large and growing numbers of CWSN !”

## 12. Some more glimpses of the MPRTC activities (Photo gallery):

### Therapeutic Interventions Resource Centre



*Early Facilitation to Children and their parents in Day Care Centre*



*Measurement Camp for Aid and Appliances*



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*Distributions Camp for Aid and Appliances*



*Measurement wise Calliper*



*Camp to provide Callipers*

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*Training for use of Aids and Appliances*



*Auditory training*



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Discussion of School Management Committee in Resource Centre

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*Awareness Stall for available services and equipment for CWSN*

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***Name of Responsible For Multi purpose Recourse Centre (MPRTC)***

Sr No	Name of the district	Responsible Person	Personal Phone No	Office Phone No
1	Nagpur	Shri Arun M Bhave. Shri Abhijit Raut Smt Shinde Shri. Mangesh Pande	09689243382 9823934070 9422008974	0712-2549149 / 2560902
2	Wardha	Shri.Prvin Goutam Smt. Archana Dhage	9665769603 9764741770	07152-232428/ 246779
3	Amravati	Smt Shirbhate Smt Dudhe Smt Swati Anjekar	9421818435 7588084774 7507871222	0721-2552685/ 2662871
4	Akola	Shri. Gade	8180901915 9423350600	0724-2435866/ 2435313
5	Buldhana	Mr Jitendra Sirsagar Mr. Rajesh Thakare Smt kalpana Borkar	8275331981 9850109418 8149943653	07262-247094/ 242352
6	Washim	Ms sanjivani Ms. Ingale Mr. Nitesh Gawai	8806933255 7798438332	07252-231052



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7	Yavatmal	Mr. Nitesh Pargane Mrs. Vedjyoti Borkar	9420372870 9881385825	07232/254324/ 244295
8	Chandrapur	Shri Abhay wanve, Ganesh Rakde Mr . Rathod	9764272452 9970721074 9623940240	07172-258195/ 257885
9	Gadchiroli	Mr.S.G Nandekar Mr. Hukare Mr. Avinash Pimpalshende	7798207790 9326059121 9420362449	07132-222361/ 222479
10	Gondia	Mr V.J. Thokane / V.P. Malwar	9421795730 9049141009	07182-232300
11	Bhandara	Mr M.R. Bansod Mr. V.B. Gondule Smt Sawarkar	9028338677 9421715694 9545115506	07184-253430
12	Nashik	Smt Vijaya Avchar Smt Mandlik Smt Pabal Mr. Gaikwad Mr. Amol Hire	9923312626 9922949252 9420698544 8983051590 9890331315	0253-2314835/ 2598280 02556-221163
13	Malegaon			



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14	Dhule	MR Borse/Mr devare Mr Sachin Dhule Mr. Pathan	8956406750 9850557833 7385669092 9822907074	952562-241159
15	Nadurbar	Mr Chavan	9021669187	02564-228356/ 223782
16	Jalgaon	Mr D.H. Patil Mr.Vivek More Mrs. Sushma Ingle Mr. Patil	8421634823 7798128431 9881719202 9370701228	0257-2229478
17	Aurangabad	Mr Niket Dalal MR Vilas Wakode Mr. Ganesh Bedke Smt Dipti Sakhrkar	9860732829 9011834663 9028558350 7588045625	0240-2332025/ 2331571/-233092 3 9890064546/ 2348980
18	Jalna	Mr. Rajesh Thakur, Mr. Ippar	9422219471 8793514812	2482-220720 / 224693
19	Hingoli	Mr Sanjay Mangnale Mr. Sudama Gaikwad	9175116088 8856026735	02456-220881/ 223908
20	Parbhani	Shri Govind Madde Shri Bhavar Mr. Rajure	9552149330 9403062624 9422911616	02452-223745/ 221588/223968





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21	Beed	Shri.Sanjay More Shri. Jadhav Shri. Wasim	9423473864 9405452914 9860787839	02442-225339/ 222324
22	Osmanabad	Mr. Sandip Wagh Mr. S.B.Veer Mr. Sonawane	9420201241, 9420332710	02472-227076
23	Latur	Shri S. R. Bhapkar Shri A. B. Mahanure	9423786216,8087745327	952382-246360
24	Nanded	Shri. Waghmare	9665971546	02462- / 236281/ 234669
25	Ahmednagar	Shri Vishwas Bhate Shri Prasad Pol Smt More Shri. Mahesh Kshirsagar	9921070023 9881787171 9850066335 9850009505	0241-2353694/ 2328369
26	Pune	Shri Devkate Shri Bhandari Shri.Darvade Shri Hingne Shri Datta Khutval	9860462854 9923923237 9503735835 9011709999 9923200858	020-26114525/ 26137144 9422560777 9960591838
27	Solapur	Shri. Gamaji Mrs Pragati Kumbhar Shri Pawar	9421020724 7385023527	0217-2328826/ 2726538
28	Satara	Shri Nanoba Shelar	9423032130	02162-239472/ 234807



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29	Sangli	Mr. Rahul Kumbhar Smt.Usha Satpute Smt Anjana Nikaam Mr. Rahul (MC)	9503669414 9405542761 9970695856	0233-2381080/ 2372717 / 2372550
30	Kolhapur	Shri.Prvin Pawar Shri Maroti Jadhav Smt Muzavar Shri Saundatte T.S.	9860366295 9049961362 9272326227 9850050371	0231-652623/265 2814/ 2651631
31	Sindhudurga	Mr Raju Patil Mrs Rupali Sawant Smt Vaishali Desale	9764405349 9422146184 9403350886	02362-228866/ 228770
32	Ratnagiri	Shri.Shendge Smt Pawar Shri. Ankush Nikambe	9922115351 8087335985 8275430980	02352-271006/ 222576
33	Raigad	Mrs. Mande Mr. Vishe Mr Bhart Vekhende	9029121354 9226471948 9028283255	02141-223237/22 2369
34	Thane	Smt. Uma Chavan Smt Aruna Patil Shri.Anil Kurahde.	9833795860 9987252477 9004668198	022-25333383
35	Palghar	Shri Rupesh Pawar	9270825119	025252-50800



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36	Thane M.C.	Ms. Swati Vichare Ms. Nidhi Chavan	9819956093	2225375809
37	Kalyan-Dombiwali MC	Shri. Milind Ahire	8983048304	95251-2300617, 2317197
38	Navi Mimbai	Smt. Anita Mozad	973233562	27560173 / 27565320
39	Mira-Bhayander MNC	Shri.Pradip Smt Jayshree	7208607484	28181353 / 28190223
40	Mumbai BMC	Shri Kiran Belge Shri. Vaibhav Sakhare Smt. Neeta Shende	9881703134 9819474176 9321039611	022- 24100678