



31st December 2018

Teachers' training on Inclusive Education

Training workshop

Consortium for Inclusive Education conducted training for the pre-primary and primary teachers of Baroda High School, ONGC, Vadodara. A total of **89 teachers** attended the workshop that was conducted by 2 main resource teams. The participants rated the training to be a 8/10 (average rating).

- 1.) Early childhood care, early intervention and how early intervention can help facilitate inclusion in the early years by Ms. Paras Mahendru. The purpose of the training was to educate the teachers on the subjects of early childhood care and the techniques which teachers can use for cognitive and overall development of children.
- 2.) Success story: How a visually impaired child refused to go to a substandard special school and pursue his education at a mainstream school. Mr. Satish Inani (father), Mrs. Vimla Inani (mother), and Mr. Darpan Inani (visually impaired). Darpan Inani is an international chess player and is the highest rated blind chess player in India. He was also accepted for a MBA at IIM Lucknow. You may read his bio here

https://en.wikipedia.org/wiki/Darpan_Inani

The purpose of the interaction between the family and the teachers was to make the teachers realise that instead of turning down children with special needs, they need to go that extra mile and be their friend, philosopher, and guide. Darpan, due to the school's support, always outperformed his peers in academics and was very popular in school.

1.) Early childhood care, early intervention and its advantage in early years



80% of the neural network in our brains is developed by the age of 3. Hence, the intervention in this age by preschool teachers. Early intervention services give specialized support to children and families in the early years (from birth to school entry). This support may include:

- Screening and assessment
- Speech and language therapy
- Physical or occupational therapy
- Psychological services
- Home visits
- Medical, nursing or nutrition services
- Hearing (audiology) or vision services
- Social work services

A child in preschool or primary classes may demonstrate developmental delays in one or more of the following:

- Physical skills (reaching, crawling, walking, drawing, building)
- Cognitive skills (thinking, learning, solving problems)
- Communication skills (talking, listening, understanding others)
- Self-help or adaptive skills (eating, dressing)
- Social or emotional skills (playing, interacting with others)
- Sensory processing skills (handling textures, tastes, sounds, smells)

Teachers were sensitized to various developmental delays and the techniques used to accelerate learning. Moreover, there are 3 types of teachings through which students learn:

- Visual
- Auditory (through hearing)
- Tactile learning

Our education system focuses on auditory teaching, because of which students who respond to visual or tactile learning are at a loss and often termed as 'slow learners'.



Ms. Paras Mahendru, having 20 years of experience in early childhood care and early intervention, and managed an international inclusive preschool in Dubai, UAE. Various tools were shared to help children with Autism Spectrum Disorder, ADHD, or Learning Disabilities to learn.

2.) Success story: A child with special needs reached his full potential through Inclusive Education

Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. It is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school.

Inclusive education is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

Mr. Darpan Inani (visually impaired) and his parents shared their perspectives of Inclusive Education and how it helped Darpan live a normal life. The support of the teachers and school management and the willingness to do more than just their job is what made inclusion a reality for Darpan. Mr. Satish, father of Darpan, not only benefits the growth of a child with special needs but also creates a sense of empathy and responsibility in children with regular development.

They shared the tools and techniques they used to teach Darpan mathematics, geography, *etc.* which are very difficult subjects for visually impaired children.



Consortium for
**Inclusive
Education**

Annex:

1) Agenda

2) Photos



Agenda

| | |
|-------------------------|--|
| Venue | Baroda High School, ONGC, Vadodara |
| Date | 31 ST December 2018 |
| Resource persons | Ms. Paras Mahendru Mr. Darpan Inani |

Attendance for the workshop: 89 teachers of preschool and primary sections and 2 Vice Principals of the school

| Time | Description |
|----------------|--|
| 11:00 to 11:15 | Registration of the teachers |
| 11:15 to 11:30 | Introduction of the Consortium for Inclusive Education by Ms. Promila Zalpuri and Ms. Shubhra Agnihotri |
| 11:30 to 13:00 | <ul style="list-style-type: none">• Early intervention by Ms. Paras Mahendru A brief introduction on early intervention and its importance in early childhood. Followed by it, the ways in which early intervention can facilitate inclusion in early years. It shall be an interactive session.• Success story: Darpan Inani and his parents' story on the challenges faced and lessons learnt in inclusion. |
| 13:00 onwards | Questions and Answers Tea/Coffee |



Consortium for
**Inclusive
Education**

Photos





Consortium for
**Inclusive
Education**



**Deepak
Foundation**



GUJARAT CSR AUTHORITY
An Initiative by Government of Gujarat



Consortium for
**Inclusive
Education**

