



5th January 2019

Teachers Training at Navrachana SchoolSama

Training workshop report

Consortium for Inclusive Education conducted a two hours training session for the teachers of Navrachana School Sama, Vadodara. A total of **63 trainees** attended the workshop that was conducted by DrShrutiBhargava who has a PhD from Department of Human Development and Family Studies, also specializes in early childhood education. She also runs a centre for children with special needs, Sehar-Eknayiudaan.

1.) Inclusion of children with special needs in regular schools

2.) Challenges to inclusion

3.) Different models of inclusion process

The purpose of the training was to educate the special educators and teachers on inclusion of children with special needs in regular schools and to sensitise the teachers on the characteristics of various disabilities and the steps to be taken to ensure good learning outcomes and social inclusion of all.

1.) Benefits of inclusion of children with special needs

Navrachana SchoolSama, practices inclusion of children with special needs led by a dedicated team of special educators and counselors. The school has identified few students suffering from autism or cognitive delays, and wish to open doors to children with varied disabilities. They share the vision of the 'Consortium for Inclusive Education' and have committed to provide continued in depth training for the teachers and school management.

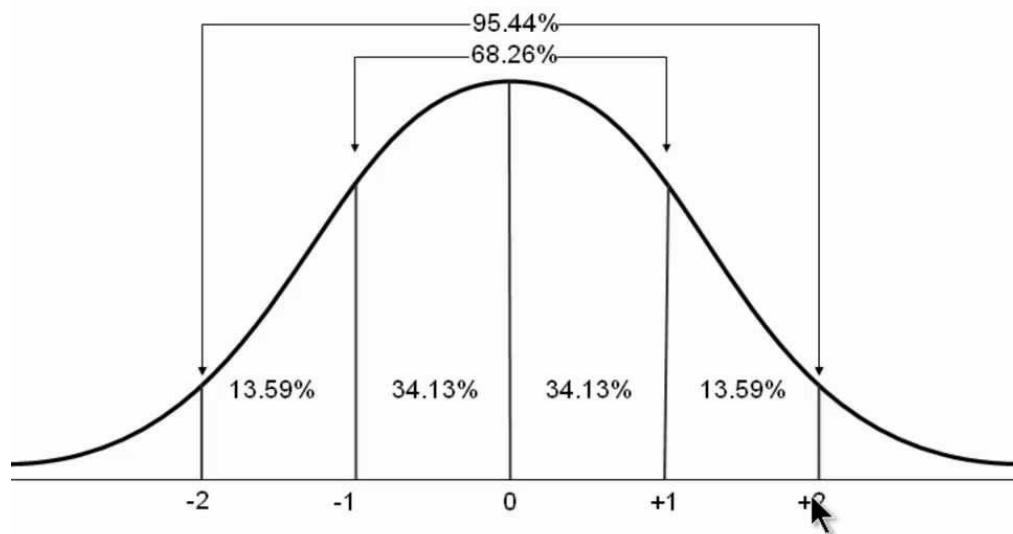
Many teachers and parents wonder whether students with disabilities would fare better academically in a classroom that was geared specifically towards them. Research has shown that placing children with special needs amongst their peers with regular development not only benefits the special children but also the latter. Isolating them in specialized organisations and schools makes it very difficult for the children to be integrated in the society in their adulthood.



2.) Challenges to inclusion

The training stressed that any new beginning brings great challenges along with it and before we find the solution to the problem, a comprehensive understanding of the challenges is essential. The trainees were educated on how to recognize the daily challenges in the curriculum, infrastructure, equipment, and resources and how they can overcome the basic day to day problems by adopting new strategies. For example, by planning curriculum and tests at three levels of difficulties: below average, average, and outstanding, the teacher can cater to all the types of students and not just plan for the average set of students that only make a small fraction of the classroom. An indicative distribution of a normal classroom is shown below:

Normal Distribution



(How2stats, October'11)

Some of the factors that influence the implementation plan can be divided into 4 categories:

1.) Teacher related challenges

- Teacher's attitude and sensitivity,
- Readiness to take more responsibility in addition to curriculum pressures and targets set by the school,
 - Lack of basic and essential training and expertise.



2.) Parents related challenges

- Acceptance that their child has a disability,
- Social stigma and beliefs
- Lack of information and guidance. Even medical professionals very often fail to give the correct diagnosis which results in delay in the treatment.
- Apprehension about inclusive settings- is a special school better than a regular school, teacher's competency, etc.

3.) Child related challenges

- Readiness and willingness to interact with peers and take the pressures of a regular school

4.) School set up related challenges

- Physical layout/ arrangement of the infrastructure
- Content and pace of curriculum
- Expertise for assessment

3.) Models of inclusion

There are three different models:

1. Mainstreaming: That is the placement of children with disabilities in separate classrooms but integrating them in non-academic activities as lunch, play time, art etc.

2. Regular education initiative (REI): That is the placement of the children with mild disabilities in regular class rooms, responsibility of their instruction on the regular teacher, but this model may not be applicable to the severely disabled.

3. No distinction model: Regardless of the severity of the disability all children are placed in regular classrooms in neighborhood schools. There should be no discrimination amongst the children and the children with disability will be a part of all the curricular and extra-curricular activities.

Example of questions raised by the school teachers:

1. *"Parents of the children, many a times are not ready to accept that their child is having some kind of problem. How to deal with such parents?"*

This is the most common problem with the parents. In such cases, the parents tend to become hyper and begin to assume and start trying different therapies without seeking consultation of an expert. School teachers need to be patient and act as gatekeepers to refer the child to the right expert.

Teachers should develop an Individualised Education plan for the child, in consultation

with the parents. Involving them in defining the objectives and communicating it to the parents early on reduces the likelihood of disagreements later.

2. *“Identification is also a problem, as teachers are not trained in identifying the children with CWSN’s and when we identify it’s too late.”*

Identification at the right time can help build a better future for the child. Team Consortium for Inclusive Education is working on a handbook for identification of disabilities in a classroom and the next step of action. This handbook is only directional and not meant to be used as a diagnostic tool.

Towards the end of the training, feedback was collected. The trainees rated the training with a score of **9.0/10.0** for the topic of training and **8.0/10.0** for the quality of training (based on an average of ratings from 63 trainees). The trainees were extremely impressed and excited by the topics of trainings and the initiative. A lot of teachers requested more detailed and in depth training for the same.

We look forward to working with the school and conduct many such trainings in the future to strengthen and empower the teachers.

Annexure:

- 1) Agenda
- 2) Photos
- 3) Registration list
- 4) Feedback form



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1.) Agenda

Venue Navrachna School, Sama, Vadodara

Date 5th January, 2019

Resource persons DrShruti Bhargava

Attendance for the workshop: 63 teachers of preschool and primary sections from different branches of Navrachna Group of Schools

Time	Description
11:00 to 12:00	Registration and meet and greet
12:00 to 12:10	Introduction of Consortium for Inclusive Education
12:10 to 12:20	Introduction of the Consortium for Inclusive Education by Ms. PromilaZalpuri and Ms. Rhea Acharya
12:20 to 1:40	Inclusive education by Ms. Shruti Bhargava
1:40 onwards	Questions and Answers



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2.) Photos





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3.) Registration list:

NAURACHANA SAMA SPEAKER - DR SHRUTI BHARGAVA			
Date	Name, E-mail	Tel. No.	Comments
5/1/2019	Dr Jamila Firdaus Heads School Guidance & Counseling Services jamila.f@navrachana.edu.in	9825977437	
5/1/19	FALGUNI SHAH navrachana mvv-sparsh@navrachana.edu.in	9428374400	
5/1/2019	Deval Patel Junior School Counselor Navrachana School, Sama devalpatel2010@yahoo.com	9898124656	
5/1/2019	Ms. Zenobia Motiwala Asst. Teacher (Mathematics)	9725257388	
5/1/2019	Ms. Shalini Sharma Teacher (Hindi & Sanskrit)	9429950708	
5/1/19	Ms. KARISHA SHARMA shahkarishasharma@yahoo.com.in Asst. Teacher (Mathematics)	9998984156	

Date	Name, E-mail	Tel. No.	Comments
5.1.19.	Ms. SHEFALI PILLAI Asst. Teacher (Mathematics)	8140944644	
5/1/19	Ms Dipika Shah Teacher (Mathematics std1-3) d.dipika@gmail.com	9427724864	
5/1/19	Motika Agarwal Ass. Tr. (Mathematics)	9033434246	
5/1/19	Ms Sudha Ramjith Mathematics teacher	9221120474	
5/1/19	Vijaya Tripathi Ass. Tr. (Hindi)	7405306579	
5/1/19	Bhumiika Joshi Navprerna - (Env. S.S.)	9662219058	



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Date	Name, E-mail & Address	Tel. No.	Comments
5.01.2019	Shroddha Singh Daupharna - C Bursery teacher	8488902557	
5/1/19	Ushila Tethava	8469172073	
5/1/19	Sushmita Banerjee Asst. Teacher (Science, Maths) sushmita_banerjee25@gmail.com	9925833843	
5/1/19	Rashmi Kulshrestha Asst. Teacher (Hindi) click to rashmi@gmail.com	9427981690	
5/1/19	Namrata Shrivastava Asst. Teacher (Maths) namrata_nikki@rediffmail.com	8980733322	
5/1/19	Anita Noronha ann-noronha@rediffmail.com Asst. Teacher (English)	9825500846	
5/1/19	Manjusha Nanoti Asst. Teacher (Physics)	9898181944	

Date	Name, E-mail & Address	Tel. No.	Comments
5/1/19	Yisha Sri Asst. Teacher (Maths)	9427491898	
5/01/19	Shilpy Ahuja (Maths) Asst. Teacher	7567817895	
5/1/19	Sapna Tyer (Math) Assistant Teacher	9426763584	
5/1/19	Sumana Chatterjee (Geography) Asst. Teacher	9724887991	
5/1/19	Monika Consul (Maths) Asst. Teacher	9216732207	
5/1/19	Sunita Bagchi (Maths)	9726156739	
5/1/19	Tannvi Trivedi (Math) Asst. Teacher	9825627290	
5/1/19	Sonal Sharma (Social Study) Asst. Teacher	8000191380	
5/1/2019	Dr. SMITA DAS (ECONOMICS)	9724501940	



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Date	Name, E.mail & Address	Tel. No.	Comments
5-1-19.	Sharmistha Paul [Psychology Teacher] sharmistha_p10@yahoo.com	9909822823	
5/1/19	Saira Menon (English Teacher) sairanotani@yahoo.com	9825567456	
5/1/19	Anita Jyothi Nair (Science Teacher) anitajyothi.nair@gmail.com	9904075872	
5/1/19	Kiran Tiwari (English Teacher) kiranpankaj@yahoo.co.in	9537936030	
5/1/19	SUSHMITA DUTTA (ECONOMICS) s00sh B@gmail.com	9725047173	
5/1/19	Sumedha Arya (Biology, Science) aryasumedha35@gmail.com	9722450009	

Date	Name, E.mail & Address	Tel. No.	Comments
5/1/19	PALAK VANJANTI (PRT - Comp. Sci.) palak-desai@yahoo.com	9798055801	
5/1/19	Smriti UPADEHYA (PRT. Comp. Sci.) Smriti108@gmail.com	9714967228	
5/1/19	Rupali Machlan (Gujarati TGT) machlan.rupasany@gmail.com	9408341847	
5/1/19	Ranu Jain (Math) ranu.navrachana@gmail.com	9723747574	
5/1/19	Anshu Nair (Geography, IT) kumarakanish77@gmail.com	9426875990	
5/1/19	Minakshi Chawla (Computer Sc.) minakshi211@gmail.com	8758024475	
5/1/19	Sheekharaina3891@gmail.com	7435005554	
5/1/19	Janice Covell (S.S.) quinjanice@yahoo.co.in	9825504249	
5/1/19	Harmeet Chhabra (English) harmeetchhabra@gmail.com	9099023717	Thought provoking.



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Date	Name, E-mail & Address	Tel. No.	Comments
5/1/19	ANEESA T. TINWALA (English) aneesatt@gmail.com	9879176586	
5/1/19	ANJULI V AWASTY (Social Studies) anjuli@gmail.com	9898586576	
5/1/19	NAMITA VERMA (Science) nverma28@gmail.com	9375871982	
5/1/19	NUPUR SEN nupursen@yahoo.com (Science)	9227103228	
5/1/19	NISHI GUPTA nishi.it.biet@gmail.com (Comp.)	9599336753	
5/1/19	HELEN BRUCE brucehelen62@yahoo.com (Hindi)	8141358273	
5/1/19	Sueta Mishra sueta.mishra71@gmail.com (ENV)	9979109727	
5/1/19	Barkha Joshi (Middle School Counselor) barkhajoshi25@gmail.com	9998646734	
5/1/19	Mary Christian mary0suridha@gmail.com	9725750708	

Date	Name, E-mail & Address	Tel. No.	Comments
5.1.19	Manini Baluguna manini.baluguna.033@gmail.com	9426762007	
5.1.2019	SIDELLE JOSEPH sidelle.joseph1@gmail.com	9974862234	
5.1.2019	SHEETAL EARNEST sheetaldeepak26@gmail.com	-	
5-1-2019	Poonam Suthar poonam_suthar@hotmail.com	9427175010	
5/1/19	Rima Pradhan rappadlhein85@gmail.com	9049089110	
5/1/19	Simple Mishra simpleggha@rediffmail.com	8980024016	



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Date	Name, Email & Address	Phone No.	Comments
5/1/2019	Anjana Sunny (English) sunny.anjana@gmail.com	9512553336	A challenging step towards the betterment of the country.
5/1/2019	Sejal Rao (SE/ENV) Sejalrao2010@yahoo.com	—	
5/1/2019	Soni Nair (ENV/ENG) aiswaria_nair@hotmail.com	—	
5/1/2019	Tushar Upadhyay (IT) tusharu@kavarachane.edu.in		Need of the hour

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Comments: Training was quite informative
positive and will be really
beneficial for the teachers.

4.) Feedback form:

Average score:

Topic of training: 9

Quality of training: 8



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Feedback form:

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Topic of training: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Quality of training: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Comments: | <u>Inclusion - was a great TO</u>
<u>got a very good understand</u>
<u>about it.</u> | | | | | | | | | |

Feedback form:

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Topic of training: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of training: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | | |

Feedback form:

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. Topic of training: | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Quality of training: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Comments: | <u>The information shared is very</u>
<u>useful for the teachers. This will</u>
<u>be help us to make Teaching more</u>
<u>effective.</u> | | | | | | | | | |



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Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☒ ☒ ☒ ☐ ☐ ☐ ☐ ☐ ☒ ☐

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

3. Comments: Session need to be more interactive
from both sides. Solutions need to be
discussed for including established
children in a class.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

3. Comments: It was an eye opener for the teachers.
It was a fruitful workshop.