A REPORT

PREPARING TEACHERS FOR INCLUSION MASTER TRAINER'S WORKSHOP

DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

unicef
for every child

INTRODUCTION

October 03 – 07, 2016, UNICEF, New Delhi organized a 5 – day training workshop for Master trainers from 2 States: Odisha & Jammu Kashmir. All total there were 43 participants, of which Odisha has 12 participants. The focus of the workshop was "Children with Disabilities". The participants were housed in the Royal Plaza Hotel at Ashok Road, New Delhi to receive training which lasted for 9 hours each day; commencing from 9:00 am to 6:30 pm. Officials from UNICEF, Delhi office, MHRD, NCERT also took part in the workshop so that they could assist in monitoring the participants.

OBJECTIVES OF TRAINING

The objectives of the workshop were to:
- Prepare participants to conduct participatory training
- Sensitize participants about diversity in classrooms with specific attention to inclusion of children with disabilities
- Develop participants' knowledge and skills in pedagogical interventions to develop inclusive learning environments, with emphasis on necessary adaptations and accommodations for children with disabilities
- Build deeper understanding of Principles related to Universal Design of Learning
- Build a community of learners and get feedback on the modules.

RATIONALE FOR INCLUSION

- Inclusion benefits both children with disabilities and those without disabilities by fostering acceptance of diversity and creates greater sensitivity
- Less costly alternative to special segregated schools
- Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities
- Higher achievement for children than in segregated settings
- Disabled child is less stigmatized, more socially included and better prepared for inclusion in wider society

TRAINING SESSIONS/CONTENT

Session 1 : Introduction and setting the context
Session 2 : Adult Learning & Participatory Training
Session 3 : Participatory Training & Active Learning Cycle
Session 4 : Exploring Diversity
Session 5 : Understanding Inclusion
Session 6 : Sharing Experiences
Session 7 : Learning Styles
Session 8 : Understanding Challenges to Learning faced by Children with Disabilities
Session 9 : Universal Design
Session 10 : Film and Classroom Observation Checklist
Session 11 : Developing Inclusive Teaching Plans

Session 12 :   Classroom Management
Session 13 :   Fostering Collaboration
Session 14 :   Preparation of Inclusive Lesson Plan and TLM
Session 15 :   Way Forward

The areas were prepared based on the requirements of the State's Education Policy Framework.

WELCOME & INTRODUCTION:

Welcoming the participants from Odisha & Jammu Kashmir, MsMita Gupta, UNICEFthanked the participants for showing interest to be part of the training. She shared on:

The United NationsConvention on the Rights of the Child which sets out the civil, political, economic, social, health and cultural rights of children. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was enacted in 1995 to give effect to the Full Participation and Equality of the People with Disability in the Asian & Pacific Region (Beiijing 1992). The aims and objectives of the Act are:

- To spell out the responsibility of the state towards the prevention of disabilities, protection of rights, provision of medical care, education, training, employment and rehabilitation of persons with disabilities;
- To create a barrier free environment for person with disabilities in the sharing of development benefits, vis-a –vis nondisabled persons;
- To counteract any situation of abuse and exploitation of persons with disabilities; and
- To make special provision of the integration of persons with disabilities into the social mainstream.

Briefing on Inclusive Education**,** all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Mr. Amitabh from SPARK India, shared on National Trust Act: An Act to provide for the constitution of a body at the National level for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities and for matters connected therewith or incidental thereto.The objects of the Trust shall be -

(a) To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong;

(b) To strengthen facilities to provide support to persons with disability to live within their own families;

(c) To extend support to registered organizations to provide need based services during period of crisis in the family of persons with disability;

(d) To deal with problems of persons with disability who do not have family support;

(e) To promote measures for the care and protection of persons with disability in the event of death of their parents or guardians;

(f) To evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;

(g) To facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability; and

(h) To do any other act which is incidental to the aforesaid objects.

For creating a just and inclusive world inclusive plan is necessary to addresses the concerns of the weak and vulnerable.

THE OPENING CEREMONY AND OUTPUTS

Ms.Mita was called upon to deliver her welcome address. She took the stage and thanked the participants for making time to attend the important workshop. She spelled out the objectives of the workshop; entreating participants to attach seriousness to all issues and the group activities to be discussed and carried out respectively. She went on to touch briefly on the Inclusive Education Concept of equipping caregivers (of which teachers belong to a category) with the requisite knowledge and skills to be able to demonstrate high level of empathy towards children at home, school, and correctional centers/remand homes or everywhere children are kept to be assisted to grow and develop. She then called the attention of the gathering to see the need to give much care to CSNs, especially those included in the normal school system, through the exhibition of empathic skills to be inculcated in them later. She specifically enjoined participants to support such children during the teaching and learning process.

MsAmita, in her concluding remarks, highlighted the importance of the workshop and pleaded with the participants to be punctual at each of the sessions and also pay attention to the facilitator in order to absorb the knowledge and skills they require in identifying and supporting CSNs in their respective classes/schools.

Inclusive Education is concerned with removing barriers to learning with the participation of all learners vulnerable to exclusion and marginalization. To train up teachers for inclusive Education environment, government gave emphasis on teacher training about Inclusive Education. Inclusive education is a process of increasing the participation of all students in schools including those with

disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.

Day – 1

SESSION 1: INTRODUCTION AND SETTING THE CONTEXT

Session Objectives: Participants will be able to:
- Begin to name fellow participants, facilitators, and resource persons.
- Develop a dynamic relationship with other participants and trainers.
- Discuss expectations.
- Explain course objectives and the purpose of the training.
- Familiarize themselves with administrative and housekeeping arrangements, and ground rules.

The introduction of participants was made through introducing themselves with an adjective best suitable to their character and personality. The facilitators shared the training objectives and the participants were asked to share their expectations which would be achieved throughout these 05 days of the training and the ground rules were set.

SETTING GROUND RULES

Ms. Renuled the house to set rules to guide the conduct of the workshop. Among others, the following were some of the rules with their associated sanctions:
a) All mobile phones should be placed on silence or off mode.
b) The need to respect each other's' view.
c) The need to respect time and be punctual at all times.
d) Start early
e) Active listening
f) Feedback of the Day's sessions.

TRAINING EXPECTATIONS

MsRenu also led the participants to share their expectations, some of which are included the following:
- Wish(s) to be informed on inclusive education so as to be able to support children in school.
- Gain more skills to support quality teaching and learning in the school.
- Develop attitudinal change towards children in general.
- Gain knowledge and share with colleague teachers.
- Acquire information to be able to educate parents of Children with Special Needs (CSNs).
- Gain knowledge on how to screen children, among others.
- To know good practices of other states
- How to evaluate
- Curriculum adaptation
- Collaboration different stakeholders
- How to reduce the gap between class teacher and the resource person
- How to bring attitudinal changes
- How to bring change in classroom level

- ➢ What are the methodologies and technologies to learn better
- ➢ Guidelines and assessments for assessing children.
- ➢ Knowledge sharing
- ➢ Enhance quality and changes in the classroom.
- ➢ Develop as Master Trainers
- ➢ Monitoring

SESSION 2: ADULT LEARNING & PARTICIPATORY TRAINING

Session objectives: *The participants will be able to:*
- Identify principles of adult learning
- Identify and distinguish between participatory and conventional training (Session 3)
- Familiarize themselves with a variety of participatory training methodologies (Session 3)

Activity 1: the activity was done by the participants as per instruction.
- Think of something you learned as a child
  - Why did you learn it (what motivated you to learn it)?
  - How did you learn it?
  - Who helped you learn it and how would you describe your relationship with this person?
- Think of something you have learned as an adult
  - Why did you learn it (what motivated you to learn it)?
  - How did you learn it?
  - Who helped you learn it and how would you describe your relationship with this person?
- What in your opinion is the difference between the two learning processes?
- Write seven principles of adult learning.

Handout 1, 2, and 3 were given for reference while the session was going on.

SESSION 3: PARTICIPATORY TRAINING & ACTIVE LEARNING CYCLE

Participatory Training denotes a shift towards interactive mutual learning with the trainer taking the role of a *facilitator*. It was asked to share on how participatory training being conducted. The views were:
- Communication
- Rapport building
- Be objective and not subjective
- Communicate effectively
- Give chances for sharing experiences

SESSION 4: EXPLORING DIVERSITY

Objectives: The participants are able to:
- Develop a deeper understanding of diversity in general
- Understand the importance of recognizing and attending to existing diversity within classroom/s

Activity: 1: the resource person asked the participants to:
- Think about a person who is very close to you / or you know well e.g. a co-worker
  - What is common amongst you and this person?
  - What differences exist amongst you both?

Activity: 2: In another activity, the facilitator asked to identify the Diversity in the Classroom
- Do we have diversity in the classroom?
- Identify the diversity that exists within the classroom/ school today
  - Aptitude
  - Learning styles
  - Gender
  - Socio economic level
  - Needs and interests
  - Likes and dislikes
  - Physical diversity
- Why is it important to recognize and attend to diversity?
  Diversity helps understand each other and gets more knowledge so issues to be addressed and resolutions to come up.

SESSION 5: UNDERSTANDING INCLUSION
Objective: The participants will be able to:
- Understand the concept and rationale for 'inclusion'
- Use politically correct language pertaining to children / people with disability
- Gain knowledge of existing legislations, policies and conventions pertaining to inclusive education

The facilitator asked everybody to write down what they understood by inclusion in their language. Here the panel was of one spastic child Vineina, Vaibhab – Hearing impaired and Rekha, the Visually Impaired. They came with their fellow members and shared their life experiences challenges and their achievements and the session was chaired by Mr Amitabh.

Handout 4 and 5 were given for reference while the session was going on.

Feedback for Day 1
(1) One thing you will stop doing as a result of what you have learnt
(2) One thing you will put into practice but not immediately
(3) One thing you have learnt that you will put into practice immediately

Day – 2

SESSION 6: IDENTIFYING BARRIERS TO INCLUSION

Session objectives: After the session the participants will be able to:
- Identify barriers and opportunities to inclusion that exist at the level of peers, teachers, school and community

Handout 6 given on two case studies, the participants have to work on the case studies and identify the barriers and opportunities and segregate through child/ class/ teacher/ school/ community and others and the factors responsible.

SESSION 7: EXAMINING BARRIERS WITHIN SCHOOLS
Session objective: After the session the participants will be able to:
- Identify barriers related to curriculum

To examine barriers within school handout 7 a case study was given to Read the discussion material, 'Faras'.And to discuss in their team on the following issues:
- What special needs occur in Faras?
- What factors create these special needs?
- If the NCERT in Faras wished to review the policy and practice of their schools,what factors should they examine?
- Make a report to the other groups outlining the factors you feel to be important in reviewing schools in Faras.

SESSION 8: DEFINING INCLUSIVE LEARNING ENVIRONMENT
Session objective: After the session the participants will be able to:
- State the characteristics of an inclusive learning environment

Two videos shown and it was instructed to give Reflection on:
- How are the two classrooms different?
- Which of the two is a better learning environment and why?
- What lesson do you learn from the two narratives?

Activity: Handout 8 given
    On the video a small activity was conducted. The participants were to
- What constitutes a traditional / Inclusive Leaning Environment? draw a representation or picture, enact a scene (simulation) or write a case study to showcase ' inclusive learning environment' or traditional classroom.

Features of class room environment and characteristics of traditional and inclusive classrooms was discussed with respect to relationship, sitting arrangement, learning materials, planning and evaluation.

An inclusive learning environment is one in which the teaching and learning,achievements, attitudes and the well-being of every student matters. This does not mean treating all pupils in the same way, rather, it involves taking account of pupils' varied life experiences and needs and adjusting teaching to meet the same.

SESSION 9: LEARNING STYLES
To better understand how we learn and process information a learning style inventory checklist was given which contains 24 items. Teaching Approaches for Different Learning Styles was discussed:

Teacher can encourage visual learning by:
- Using visual representations to present information and ideas - posters, diagrams, drawings

- Encouraging visualization - 'Imagine you can see…', 'What do you think this would look like?'
- Using visual prompts for recounting or creating a story
- Asking pupils to see words and spellings with their eyes closed
- Encouraging visual association and organization of ideas, e.g. by using concept maps

Teacher can encourage auditory learning by:
- Practicing active listening
- Encouraging auditory imagination - 'Imagine you can hear…', 'What do you think that will sound like?'
- Using sounds as prompts for recounting or creating a story
- Asking pupils to sound out words and break down spellings
- Using rhyme and rhythm as mnemonic devices

Teacher can encourage kinesthetic learning by:
- Using physical representations to present information and ideas-objects that learners can manipulate
- Allow project work to encourage hands-on experiences
- Using 'acting out' as a prompt for recounting or creating a story
- Asking pupils to trace out words and spellings with their finger
- Encouraging physical associations and using body language to express ideas and Emotions

SESSION 10: UNDERSTANDING CHALLENGES TO LEARNING FACED BY CHILDREN WITH DISABILITIES

Session Objective: At the end of the session participants will be able to:
- Identify reasons why children experience difficulties in learning
- Become aware of ways to assist children facing difficulties in learning

Each group was given a case study handout – 10 to work on:
- What is the strength/potential of each child?
- What are the difficulties faced by this child?

Activity:

In each group it was instructed to show an inclusive classroom either through a skit/ play, drawing or case study. Each group prepares their own story and considering the inclusive setup present on the same. The outcome is:
- All children can learn, but they learn in different ways and at different rates.
- As teachers, we need to provide a variety of learning opportunities and experiences for children.
- Children learn by linking new information with what they already know. This is called mental construction.
- We must also help parents and other caregivers to support children's learning, so children know how to link what they learn in class to their home life, as well as how to link what they learn at home with what they are learning in class.
- Talking and questioning together (social interaction) strengthens learning, which is why pair and small group work, if well organized, is very important.

Handout 11 given for reference while the session continues on tips for teaching students with hearing impairment, visual impairment and intellectually impaired.

Day – 3

SESSION 11: UNIVERSAL DESIGN FOR LEARNING

Session Objective: By the end of the session participants will:
- Become familiar with principles of Universal Design of Learning
- Be able to apply the UDL to improving classroom teaching

Universal Design
- Typically, products and environments are designed for the average user. In contrast, Universal Design (UD) is "*the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design*"

Use of ICT in Inclusive Education:
- **Low cost:** pencil grips, book holders, reading stands, sign language, gesture, book overlays, white cane, tilt chair, height adjustable desk, slope board.
- **Medium cost**: hearing aids, Braille paper and styluses, magnifying glasses, talking calculator or photocopier to enlarge a page of text.
- **High cost**: computer-based technology, including large keyboards, screen readers, Braille display and scan/read software,

Activity:
- Reflect on your classrooms or those you have observed earlier and note their characteristics.
- Discuss and apply UDL principles and give suggestions for improving teaching learning practices in these classrooms.

Handout 12 given for reference while the session continues.

SESSION 12: FILM AND CLASSROOM OBSERVATION CHECKLIST

Handout 13 was given where the participants have to draw a Classroom Map through the inclusive teaching observation checklist. The checklist also contains Inclusive teaching strategies to be observed and indicate tick seeing the video.

Draw a map of the classroom in the space below with the following instructions given:
- o Note the front, back, door, windows, board and any fans.
- o Indicate where girls and boys sit, including girls and boys with disabilities
- o Mark '+' for girls, and '+!" for girls with disabilities. Mark 'o' for boys, and 'o!' for boys with disabilities. Use 'T' to indicate the teacher.
- o Draw a broken line to indicate where the teacher walks during the course of the class. Draw an arrow pointing to the boy/girl every time the teacher stops to talk to him/her.
- o Note when the teacher talks if he/she look at any specific student(s). If so, is it a boy or girl? How often is it the girl(s) or boy(s) with disabilities?

- Make note, too, of the quality of the interaction with girls and boys, including girls and boys with disabilities (in addition to the quantity) in the checklist to follow.

Also have to discuss on what went well, what improvements could be done and give suggestions to improve the inclusive elements of teaching & learning.

SESSION 13: DEVELOPING INCLUSIVE TEACHING PLANS

Session Objectives: By the end of the session participants will be able to:
- Identify key factors that comprise inclusive lesson planning
- Gain knowledge of differentiating instruction and adaptation

Presentation of Barkha Series was very inspiring. It is a supplementary reading material developed by Epathsala and NCERT.

Handout 14 given on framework for designing inclusive plans, inclusive lesson design, difference between adaptation and accommodation and lesson design for inclusion: self-reflection.

SESSION 14: CLASSROOM MANAGEMENT
Session Objective: At the end of the session participants will be :
- Familiar with classroom management strategies that facilitate inclusive teaching, including positive discipline

MANAGING BEHAVIOUR IN AN INCLUSIVE CLASSROOM:
- Classrooms need one main rule, namely: Respect One Another.
- If we create an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved.
- We need excellent observation and recording skills to determine what causes a particular behavioural problem.
- Most importantly, we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she is one of a team of problem-solvers including children, parents, and other teachers.

Ways to communicate include:
- Talking / Reading / Writing / Texting
- Use of gestures –pointing, miming actions
- Facial expressions to show you are pleased, angry, sad, puzzled, etc.
- Eye contact to show who you want to communicate with, to draw people's attention
- Pictures and symbols
- Sign languages

Handout 15 given on checklist of classroom disciplinary practices and the next was behaviour observation and data collection chart for determining the function of behaviours.

A-B-C Chart:
>**Antecedent events**: events in the environment that occur immediately prior to the target behaviour.
>
>**Behavior description**: actual behaviour described in specific terms.
>
>**Consequences events**: events in the environment that occur directly after the behaviour.

SESSION 15: FOSTERING COLLABORATION

- Collaboration fosters positive interdependence.
- Collaborative teams move towards a common aim, by supporting and complementing each other towards enhancing the participation of each individual student in the classroom.
- Inclusion of children with disabilities can only become a reality when general and special educators as well as other key stakeholders collaborate to provide '*transfer of skills*'

Activity: in groups the participants have to discuss on the different ways and means for collaboration and with different stakeholders.

a) For inclusive education to be successful multiple associations need to be developed:
- With other Teachers/ Counsellor/ Resource Teacher/ Parents/ Siblings/ Community/ Professionals from the community/ adult &Youth from community
b) Interactions/ coordination among BRTs/ CRCCs/ Teachers/ Parents
c) School visits
d) Identifying issues and share
e) Support from social sites and media
f) Awareness and sensitization meetings

Day – 4

SESSION 16/ 17: PREPARATION AND PRESENTATION OF INCLUSIVE LESSON PLAN AND TLM

Session Objective: At the end of the session, participants will:
- Develop skills to develop inclusive teaching plans, which incorporate adaptations and accommodations for children with diverse needs.

An activity suggested creating inclusive lesson plans to each group. And the instructions were:
- Create a profile of all the children in your class
- Choose a topic of your choice and develop an inclusive lesson, assuming certain children with disabilities with specific learning characteristics are also part of the class.
- Each group would also develop TLM using waste material available and write a detailed lesson plan, including elements such as prerequisite knowledge required, objectives, instructional strategies, method/s of assessment etc.
- Demonstrate your lesson plan

- Peers will review and provide feedback based on the observation checklist

SESSION 18: WAY FORWARD

The following framework suggested by the facilitators:

ACTIVITY	TIMELINE	RESPONSIBILITY	RESOURCES REQUIRED

The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, therapies for rehabilitation, removal of architectural barriers, research, monitoring, evaluation, curriculum adaptations, capacity building for educators and a special focus on girls with special needs for their education.

The inclusive education seeks to clear the Education system of its problems of:
- Teacher's attitudes
- Rigid methods/rigid curriculum
- Inaccessible environments
- Many drop-outs/many repeaters
- Teachers and schools not supported
- Parents not involved
- Lack of Teaching aid and equipment
- Poor quality training

A changed educational system has
- Positive teacher attitudes
- Child centered curriculum
- Flexible teaching methods
- Reduction in drop-outs and repeaters
- Well supported teachers and schools
- Parent and community involvement
- Appropriate teaching aids and equipment
- Alternative methods of teacher education

In inclusive education the system is expected to change, not the child so that they meet the individual needs of all learners – with and without impairments. Inclusion does not however mean assimilation – or making everyone the same. A key ingredient is flexibility – acknowledging that children learn at different rates and that, teachers need skills to support their learning in a flexible way. In the majority of cases, children simply need good, clear and accessible teaching. This includes the use of different methods of respond to children's needs, capacities and rates of development.

Benefits of Inclusive Education

The benefits of inclusive education are numerous for both students with and without disabilities.

Benefits of Inclusion for Students with Disabilities

1. Friendships
2. Increased social initiations, relationships and networks
3. Peer role models for academic, social and behavior skills
4. Increased achievement of IEP goals
5. Greater access to general curriculum
6. Enhanced skill acquisition and generalization
7. Increased inclusion in future environments
8. Greater opportunities for interactions
9. Higher expectations
10. Increased school staff collaboration
11. Increased parent participation
12. Families are more integrated into community

Benefits of Inclusion for Students without Disabilities

1. Meaningful friendships
2. Increased appreciation and acceptance of individual differences
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others
7. Greater academic outcomes
8. All students' needs are better met, greater resources for everyone

Conclusion:

There is therefore the need for all stakeholders in the region to faithfully come on board so that together, we can all change the system towards school improvement and a better education for all.

PARTICIPANTS DETAILS – ODISHA

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Training Workshop on 'Preparing Teachers for Inclusion'

3-7 October 2016
Hotel the Royal Plaza (Conference Room 'Regal') New Delhi

Workshop Agenda

Day 1: 3 October 2016		
Time	**Agenda Item**	**Presenter/ Facilitator**
8:30 – 9:00	**Registration**	
9:00 – 9:30	**Inaugural session**	Mita Gupta, UNICEF Meenakshi Jolly, MHRD Anupam Ahuja, NCERT
9:30 – 10:30	**Session 1: Introductions and setting the context** - Introductions - Expectations	Mita Gupta, UNICEF Renu Singh
10:30 - 10:45	**Tea**	
10:45-12:15	**Session 2: Concepts and principles of effective adult learning, participatory training and active learning cycle** - Learning as a child vs. adult - Role of adult learning principles in conducting workshops - What do good facilitators do?	Renu Singh
12:15-1:45	**Session 3: Exploring diversity** - Appreciating diversity	Renu Singh
1:45-2:30	**Lunch**	
2:30-4:00	**Session 4: Understanding inclusion** - What does inclusion mean? - Legislations and policies	Anupam Ahuja, NCERT
4:00-4:15	**Tea**	
4:15-5:45	**Session 5: Sharing experiences** - Panel and discussion: Persons/ children with disabilities - Rationale for inclusion of CwD in mainstream schools	Moderator: Amitabh Mehrotra, SPARC India Panel: Amitabh Mehrotra and Nine is Mine &Saksham participants

Day 2: 4 October 2016		
Time	**Agenda Item**	**Presenter/ Facilitator**
9:00 - 10:45	**Session 6: Identifying barriers to schooling for children with disabilities** - Barriers and opportunities - 5 case studies	Renu Singh

10:45 - 11:00	**Tea**	
11:00-12:00	**Session 7: Examining barriers within schools**	Renu Singh
12:00-1:00	**Session 8: Defining inclusive learning environments** - What constitutes inclusive classrooms?	Renu Singh
1:00-1:45	**Lunch**	
1:45-2:45	**Session 8: Defining inclusive learning environments (cont.)**	Renu Singh
2:45-4:15	**Session 9: Learning styles** - Learning Style Inventory	Renu Singh
4:15-4:30	**Tea**	
4:30-5:30	**Session 10: Understanding challenges faced by children with disabilities** - Potentials of children, difficulties faced - Identifying causes of difficulties in learning	Amitabh Mehrotra, SPARC India
5:30-5:45	**Feedback and reflections of Day 2**	

Day 3: 5 October 2016		
Time	**Agenda Item**	**Presenter/ Facilitator**
9:00 - 9:45	**Session 10: Understanding challenges faced by children with disabilities (cont.)** - Ways to assist	Amitabh Mehrotra, SPARC India
9:45-11:15	**Session 11: Universal design for learning** - What is universal design? - Use of ICTs - Presentation on Barkhaa series	Amita Tandon, UNICEF DipendraManocha, Saksham AnupamAhuja, NCERT
	Working Tea	
11:15-12:00	**Session 12: Film and observation checklist**	Renu Singh
12:00-1:30	**Session 13: Developing inclusive teaching plans** - Teaching strategies - Classroom organization	Anupam Ahuja, NCERT
1:30- 2:15	**Lunch**	
2:15- 3:45	**Session 14: Classroom management** - Clear effective communication	AmitaTandon, UNICEF
3:45- 4:00	**Tea**	
4:00- 5:00	**Session 15: Fostering collaboration** - Effective collaboration - Involving parents	Anupriya Chadha, MHRD
5:00- 5:30	**Feedback and reflections**	

Day 4: 6 October 2016		
Time	**Agenda Item**	**Presenter/ Facilitator**
9:00 - 10:15	**Revisiting observation checklist and model inclusive school film**	Renu Singh
10:15 -	**Session 16: Preparation of Lesson Plan and TLM**	Renu Singh, Amitabh

Time	Agenda Item	Presenter/Facilitator
11:15		Mehrotra, SPARC India Saksham (PushpaMadhwal, Anita Tadiyal, AlokBawa, Neeraj) KV Teachers (RekhaKulshreshtha, Soma Kara, Seema Kaura, Priyanka Suri)
11:15-11:30	**Tea**	
11:30-1:00	**Session 16: Preparation of Lesson Plan and TLM (cont.)**	"
1:00- 2:00	**Lunch**	
2:00- 3:45	**Session 16: Preparation of Lesson Plan and TLM (cont.)**	"
3:45- 4:00	**Tea**	
4:00-5:00	**Session 16: Preparation of Lesson Plan and TLM (cont.)**	"
5:00- 5:30	**Feedback and reflections**	

Day 5: 7 October 2016		
Time	**Agenda Item**	**Presenter/ Facilitator**
9:00 - 10:30	**Session 17: Presentation of Inclusive Plans and feedback** - Transacting inclusive plans (30 mins. for each group)	Facilitator: Amitabh Mehrotra Resource persons for feedback: Anupriya Chadha, MHRD, Anupam Ahuja, NCERT, PushpaMadhwal, Saksham
10:30 - 10:45	**Tea**	
10:45- 1:30	**Session 17: Presentation of Inclusive Plans and feedback (cont.)** - Transacting inclusive plans (30 mins. for each group)	"
1:30- 2:00	**Lunch**	
2:00- 4:00	**Session 18: Way forward** - Developing action plans - Presentation of action plans	Meenakshi Jolly, MHRD (TBC) Anupam Ahuja, NCERT
3:45- 4:00	**Working Tea**	
4:00-5:00	**Feedback and reflections on workshop**	Renu Singh
5:00-5:30	**Closing**	Meenakshi Jolly, MHRD

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