

Blended Experiential Training Program – “Enabling for Inclusion”

(19th September 2017 – 01st March 2018)

Inclusive Education refers to the act or practice of including students with special needs in a regular school classes. Respect and understanding grow when children of different abilities and cultures play and learn together. Hence an inclusive class is a set up where children with and without disabilities learn with and from each other. This deepens the need for a teacher to be able to identify children who face greater challenges, and to provide them with the care and support they need and deserve. However inclusion can become a reality only if teachers are trained for it.

Keeping the need in mind **The Lords Universal College of Education in collaboration with Drishti**- an organization working for children with Special Education Needs (SEN) conducted a 72 hours of blended experiential training program for S.Y.B.Ed. students.

Ms. Vasundhara Kaul, from Drishti oriented students and staff about the entire working of the program. The course began on 19th September, 2017.

Program Structure

- Online course (6 Modules) offered through the learning management system.
- Assignments for every module (MCQ and Application based)
- Workshops
- Visit
- Certification jointly issued by the Lords Universal College of Education.

The program included topics like understanding inclusion and special education needs, High incidence disorders and disabilities, Identification process and tools and Intervention process (remedial and behavior interventions).

On **12 December, 2017** a workshop was conducted by Ms. Vasundhara Kaul and Ms. Darshika Shah from Drishti. Activities were conducted to describe inclusion followed by a discussion and group presentation on multilevel lesson planning.

On **28 February, 2018** a visit to the training centre of Drishti was organized. This gave students an insight into the working of the organization. It also helped students to put all learning specially the theory studied into practical perspective. Students experienced the sessions – individual and group that are held with the students. Students were given free access to the teaching resources in their resource room where they had the opportunity to go through all the various teaching resources in detail. Students also noticed Individualized Education Plan(IEP), how they were planned over a period of time and how the goals for every student was designed from simple to complex helping them learn and study in mainstream Schools.

On **1st March 2018** another workshop was conducted Ms. Vasundhara and Ms. Darshika where they discussed the difference between segregation, integration and inclusion. The entire course content was reviewed and emphasized on the important pointers to be remembered for life while dealing with children in an inclusive classroom. The course concluded with the certificated distribution on the same day.

Overall undertaking of this program was a great opportunity which helped students to learn more about the needs of the special children. It gave an insight to how they learn and can be brought up to the level of the mainstream school if teachers recognize them, understand their problems, help and support in their learning. This course has helped prospective teachers to have a better understanding of the needs of the special children in an inclusive setup and thus support them and have a classroom which reflects equity and not equality.