

WORKSHOP ON

UNDERSTANDING THE UNSPOKEN LANGUAGE FOR CREATIVE INCLUSION

At St Xavier's Institute of Education (SXIE) promotes as our vision statement joyous and creative teacher education. To achieve this vision we organise curricular and co-curricular programs, student enrichment programs, curriculum enrichment programs etc. The Second year B.Ed. students study in their course Creating an Inclusive School, about nurturing inclusion by immersing in experiential and reflective education towards inclusion.

To add value and meaning to their understanding through the workshop on *Understanding the Unspoken Language for Creative Inclusion*. Dr Gayatri Ahuja and Mr Vijay Kumar from your esteemed Institute were the resource persons for the aforementioned online workshop.

The theme for the year sublimed by SXIE is *Building a Hope Filled Future* with sub-themes like walking with the excluded, journeying with youth, care for earth as well as discernment. The workshop fortified the endeavours of the Institute towards inclusion.

The workshop was held for 49 of our S.Y.B.Ed. students. As a follow-up of the workshop, a creative task will be actualised by our student teachers which made it a more personalised experience.

The workshop helped to build a long-lasting connect with your Institute to strengthen inclusive schools in true sense.

The workshop details

Day and Date : Thursday, **25th March, 2021**

Venue: St Xavier's Institute of Education, GMEET Platform

About the resource person

Dr Gayatri Ahuja is an experienced special educator currently working at the prestigious AYJNISHD (D) institute for Hearing Impaired in Mumbai , India. Her credentials include PhD in Special Education & Rehabilitation, Master's degrees in Management, Education, Linguistics and Applied Psychology as well as PG Diploma in Guidance and Counselling. She is a University recognized guide for M.Ed Spl Ed (HI) and also on expert committee / faculty for training and manual writing for various institutions in India. Her academic interests vary from inclusive education to legislations and academic achievement of special children to writing in the realm of education, psychology and counselling and has many research publications to her credit.

Dr Gayatri Ahuja has recently co-authored a text book for special educators along with Professor Vasishta of Gallaudet University, Washington (In press). Her stellar contribution to manual writing includes chapters for Indian Universities, Rehabilitation Council of India (RCI) and Ministry of Social Justice and Empowerment for undergraduate and postgraduate programs. Among others, some of her projects under publication include chapters for Diploma Courses in Special Education under aegis of RCI and Diploma in Teaching Indian Sign Language (DTISL) program as well as for Diploma in Indian Sign Language Interpretation-DISLI

More recently, during National Convention for Special educators of Deaf in Feb 2020, her three research students received best paper awards as young researcher, interdisciplinary and in special education. Currently , Dr Gayatri was involved in contributing a chapter ' Role of Psychologists and Counsellors During and After Pandemic ' in a Book' Military Psychology Response to Post Pandemic Reconstruction ' being published with 52 psychologists across 18 countries contributing 40 chapters and was released in Aug 2020.

Mr Vijay Kumar was the faculty who taught sign language to the students in a very simple, jovial and energetic way.

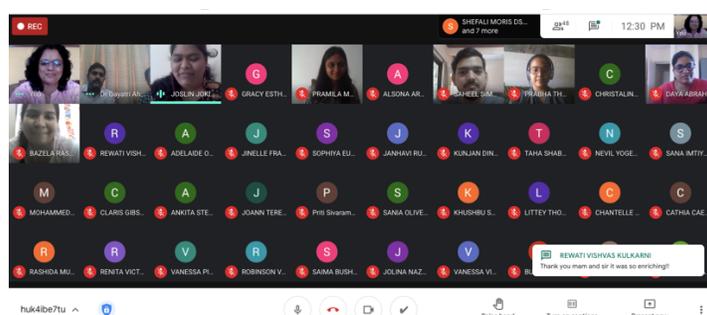
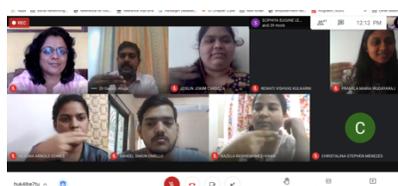
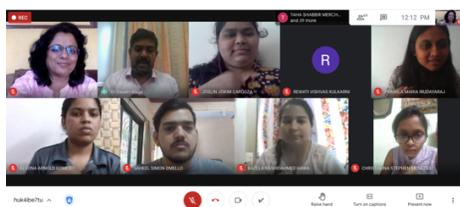
The Outcome:

After the session, each student created a tiny video of expressing through sign language or about sign language. Each video was meaningfully done, some were individual, and one group activity.

The videos can be accessed from the

<https://classroom.google.com/u/0/c/NDA4NDE3MTYzMzla/a/MzEyMig0OTk5NzI3/submissions/by-status/and-sort-name/done>

Online workshop on learning an inclusive language



The recording of the workshop can be accessed as

https://drive.google.com/file/d/1beB_Zz59D_9zIYPEyAJJu6nm70PvO2g/view?usp=drive_web&authuser=0

Feedback

The feedback for the session was so encouraging that, there are plans for arranging a 3 day workshop and if possible a certificate course for learning sign language. The student teachers were engaging and participative earnest learners and could assimilate the knowledge and skills disseminated. These acquired skills can be used by the student teachers in your personal and professional field.

The link is the analysis of the responses of the student teachers.

<https://docs.google.com/forms/d/1uywyGx4G9tqCwPLUqG1xDs0QmFX5SEkII1SxKGpfKoM/viewanalytics>

The feedback excerpts

It gave insights about how inclusive education can be made interesting for such children. It made me aware about what inclusion is in real sense and how can a teacher deal with students who need inclusion.

I learnt about Trio impact on a child i.e. Early intervention, access to fluent language and Parent involvement. Most important learning I achieved was: I understood how essential Early detection and intervention is. It can be so powerful that we can one day be able to overcome the disability. Teachers (especially pre primary and primary) as well as parents need to learn early detection for the welfare of the child.

The session helped us understand about the need for early rehabilitation and intervention for children with SEN and how the lack of this can be detrimental to children with hearing disability particularly. Institutions such as Yavar Ali Jung refine and strengthen existing educational approaches to cater to the needs of students with disabilities. It does not limit itself to just increasing educational opportunities but also empowerment and creating accessibility for the differently abled. It's services for early identification and rehabilitation along with developing strategies for vocational training and employment. It conducts necessary research to bring about development in the field of inclusion for children with disabilities.

Sir Vijay Kumar explained and taught all the alphabets, numbers in sign language. I also learnt to express in sign language - time, year and common expressions like thank you, sorry, please and common dialogues of daily usage.

Being proficient in sign language allows you to communicate with a wide range of hearing, hard of hearing, and deaf individuals—including students in mainstream and deaf school or university programs and deaf or hard of hearing residents and business people in your community. In addition, it also improves the quality of family communication for hearing people with deaf or hard of hearing family members.

For practicing inclusion in the class every teacher should know some basic sign language. I think not just classroom but even outside we need to know sign language. For example, once I went to the restaurant called 'Ishara' where they have employed deaf staff, so you have to communicate with them using sign language. Although all the instructions were given in the menu card so interaction became easy. That day I realised that it is not very difficult to include these people in the work force and even they deserve a better life.

It was an amazing experience where we actually paid so much attention to how our hands can be used to communicate. Sign language skills are very important if we want to cater to children with hearing impairment and I think teachers should definitely know this art especially the basics

The sign language is one which requires efforts to learn and is not a two-three day course. It consists of various aspects. I learnt about how numbers and alphabets can be shown using sign language. Also, through this session I understood how teachers can take efforts in learning the sign language and then that can surely help them to cater to the needs of child with hearing impairment.

it was very interesting to learn the basics of sign language from Vijay Sir. It helped us understand the analytics and syntax of communicative language of speech and hearing impaired students. It is important for pre and in-service teachers to learn the basics of sign language as it does not necessarily limit the scope of usage to children with speech and hearing impairments. Often children on the autistic spectrum have difficulties with speech and communication and sign language form of communication becomes a helpful means to connect with students and make them comfortable and familiar with classroom activities according to their needs and potential.

The student teachers through this experience were more sensitized and equipped with the sign language to handle diverse learners.

Faculty Coordinator

Kalpana Chavan