

बाल विविधा

bal vividha



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bal vividha

*a fair celebrating alternatives in education*

***bal vividha:***

a fair celebrating alternatives in education

**Dates:** 9th to 12th November

**Time:** 10 am to 6 pm

**Venue:** Bal Bhavan, Mumbai

**Convenors:** Comet Media Foundation and

Bal Bhavan with the support of

Aga Khan Foundation



*bal vividha* hopes to reach out to those looking for viable options and alternatives in enhancing the learning experiences of their children. The fair is convened by Comet Media Foundation and Bal Bhavan. They look forward to having children, parents, teachers, school administrators and NGOs working in education join them for the event.

*bal vividha* is an attempt to expose educators and parents in Mumbai to a number of innovative experiments in education across the country. It has been conceived as a fair to complement the principle that learning should be joyful and based on the child's experience.

*bal vividha* features:

- the open platform--a mela exhibiting and selling learning aids, children's literature, innovative and scientific toys. As important as the display of exhibits is the interaction between visitors and participants.
- several interactive stalls for children: pottery, weaving, science experiments and other activities.
- 25 experiential learning workshops, primarily for educators. These will be conducted by resource persons who have been experimenting with alternative approaches to conventional teaching-learning processes. The subjects of these workshops include: music in education, creative story telling, mathematics through paper-folding etc. The schedule of workshops follows.
- a seminar on existing debates in education involving practitioners and academicians entitled: Consultation on Sustaining Innovation in Mainstream Education.

Comet Media Foundation is a voluntary group involved in producing educational communication materials since 1985. *bal vividha* is the fifth of the *vividha* series of development resource fairs that Comet has carried out, with the support of the Aga Khan Foundation.

Bal Bhavan is a nationwide governmental organisation. It reaches out to children encouraging their latent creative talents, making learning relevant and fun.

Chandita Mukherjee  
Comet Media Foundation

Sheila Tiwari  
Director, Bal Bhavan



## **Table of contents**

### **Consultation on sustaining innovation in mainstream education**

Schedule of consultation

#### **Red separator**

- Some profiles of our resource persons
- Experiential learning workshops at *bal vividha*
- Directory of resource persons offering alternative educational workshops

#### **Blue separator**

- The importance of early intervention in learning disability
  - Directory of child guidance clinics
  - Directory of professionals dealing with assessment, diagnosis and education of children with special needs
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## Consultation on Sustaining Innovation in Mainstream Education

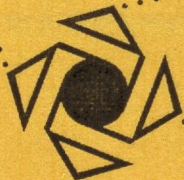
12th November 1998, 10am to 5pm at Bal Bhavan

There have been a number of innovative efforts in bringing joyful and meaningful learning to the classroom in recent years. Typically they have been small and intense efforts dependent on highly committed individuals and so, have often been limited in their impact. As efforts to universalise education gain ground, there has been a search for reliable methods of introducing, upscaling and sustaining innovation within mainstream education.

We see this consultation as an opportunity for dialogue amongst organisations and individuals who have contributed towards providing viable ways of enhancing learning at the school level.

Some of the leading practitioners of innovative education in the country are presenting their experiences and leading a discussion on the key issues in this area. The morning session addresses the key issues of quality and sustainability while the afternoon session focusses on community involvement as a means of support to such programmes. An interactive session with the participants follows the presentations by the panel of speakers.

The planned programme for the consultation follows.



For further details contact:

**COMET MEDIA FOUNDATION**

Topiwala Lane School, Lamington Road,

Mumbai 400 007 Tel: 3869052 / 3826674,

e-mail: [admin@comet.ilbom.ernet.in](mailto:admin@comet.ilbom.ernet.in)

..... **Consultation on Sustaining Innovation  
in Mainstream Education**

12th November 1998, 10am to 5pm at Bal Bhavan

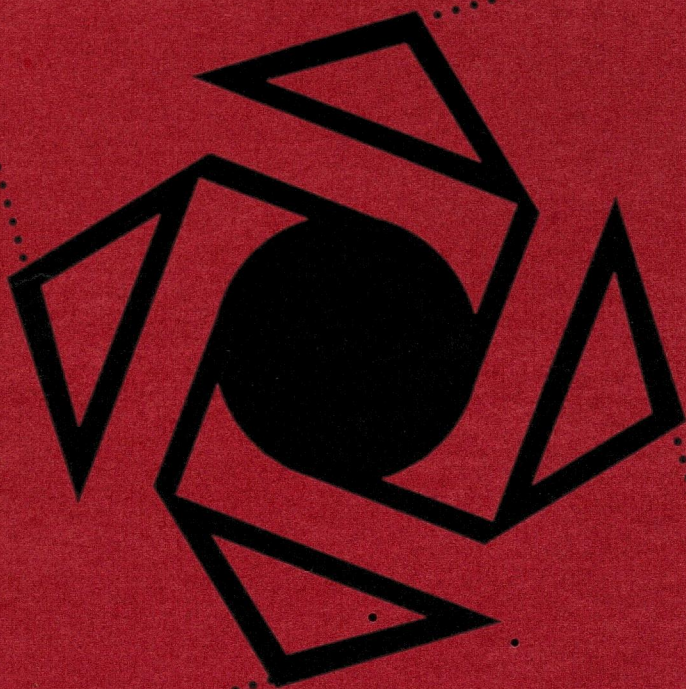
● **Morning session:  
QUALITY AND SUSTAINABILITY**

Time	Subject
10: 00	Introduction
10:05	Keynote address: <i>Farida Lambay</i> , Chairperson
10:30	Tea break
11:00	Introduction of speakers followed by panel discussions: Eklavya, Bhopal: <i>Kamal Mahendroo</i> Centre for Learning Resources, Pune: <i>John Kurien</i> Aga Khan Educational Services: <i>Elisabeth Mehta</i> Dept. of Education, Govt of Maharashtra: <i>Basanti Roy</i> , Inspector of Schools, South Zone
01:00	Lunch break

● **Afternoon session:  
COMMUNITY INVOLVEMENT IN SUSTAINING QUALITY**

02:00	Summation of morning session and introduction of speakers: <i>Farida Lambay</i>
02:15	Panel Discussions: Bodh Shiksha Samiti, Jaipur: <i>Yogendra</i> District Primary Education Programme Maharashtra: <i>Vijaysheela Sardesai</i> , Joint Director Pratham, Mumbai: <i>Madhav Chauhan</i> Dept. of Education, Brihan Mumbai Municipal Corporation: <i>Sunanda Paigude</i> , Research Officer
03:45	Tea break
04:00	Open Discussion
05:00	Vote of Thanks





## Some profiles of our resource persons . . . . .

When we conceived of *bal vividha*, one of our primary concerns was "Who do we invite to hold workshops?" Our previous *vividha* experiences have shown that such fairs provide the ideal platform for interactive workshops. And we knew that for every social concern there are also individuals, perhaps few and far between, who are engaged in pioneering educational work around that issue.

In the process of contacting prospective resource persons we came across a number of people involved in some very exciting work in the field of alternative education.

To mark the event we thought it would be pertinent to invite articles from them, expressing the thinking behind their work. Some were prompt in sending in material, some had to be chased, some were finally interviewed on the phone, and many others were just unable to oblige.

We are pleased to present profiles of a few of our resource people in the pages that follow. Though a couple of them could not finally participate in *bal vividha*, we kept their profiles in the booklet as a source of information for those who wish to invite such people to their places of work.

Presented here are not write-ups by the resource persons, but rather write-ups by us about them, based on what they sent us. The original writers must forgive us for any inadvertent errors. As they know, there was just no time to get the pieces approved before the printer's deadline!

The profiles are followed by a schedule of the experiential learning workshops being held at *bal vividha* and a directory of resource persons offering education workshops.



## Experiencing science Rajiv Vartak •••••

*Rajiv Vartak* has undertaken the enormous task of building interest in the spirit of science through a method of exploration and discovery.

It is well-known that the spirit of science has been lost in the way it is taught in institutions today. The child now studies with a view to maximising marks, and the quickest way out is to learn by rote. Teachers are also no longer required to arouse interest in children or keep up with the demands of lively, inquisitive minds. Confining the study of science to prescribed doses that are fed to children at regular intervals, Vartak believes, has led to the present condition of apathy.

Vartak conducts workshops on making science a part of everyday life. He feels that such an approach encourages the mind to function in the scientific mode of clear, rational thinking.

Vartak visits schools attended by underprivileged children to hold workshops. Here he interacts with both children and teachers. His aim is twofold—making teachers aware that teaching can be a learning process, as well as to make children realise that learning can be fun, and not 'cramming'.

This kind of training encourages the child to notice the plethora of wonderful natural phenomena all around and provokes her to try to probe its occurrence. Children are naturally curious. A child notices a rainbow, where an adult might only see a puddle of dirty water. As children grow up, their sense of wonder is often deadened by the very education that purports to enhance understanding. In effect, the child is trained to passively accept the wisdom of theorems and theories propounded by others.

Vartak believes that learning should be a process based on experience. Instead of blindly accepting a formula such as speed equals distance over time, such an understanding should arise out of the child's own experience of speed, distance and time. He discourages children from taking recourse to pre-formulated theories like Newton's laws, Archimedes' principles or even Pythag-



oras' theorems to explain the underlying principles of natural phenomena. Observation should form the basis of their conclusions. He draws children into the process by telling them stories and playing simple games. Once their interest is aroused, he asks the students to explain the phenomenon implicit in the story or game.

Scientific method by definition is: observing phenomena, forming hypotheses based on these observations, and finally, proving or disproving these hypotheses by referring to experiential knowledge. Success in arriving at conclusive evidence lies in the ability to formulate lucid hypotheses based on facts. This in turn depends on one's aptitude for asking the 'right questions'. To this end, Vartak has developed two formats which he offers to interested groups: the Sunday Science School and the Perpetual Science Workshop.

The main objective of these workshops is cognitive development. Through an understanding of the basic scientific skills of observation, measurement, classification, logical analysis the child learns to arrive at sound conclusions. The process involves activities and experiments and discovery of the concepts inherent in each experiment. Students discuss problems amongst themselves and arrive at logical solutions based on argument. The formulation of hypotheses by asking 'good' questions is encouraged.

Rajiv Vartak is presently the director of the Institute for School Science Education, a body that he has established. It is actively involved in training teachers and volunteers to propagate exploratory science, not only with school-children but also with tribals and other underprivileged students.

He has also authored and co-authored several books on making science accessible. Besides developing the Sunday Science and Perpetual Science workshops, he has formulated courses for secondary school children. He has recently developed a mobile science laboratory called Science on Wheels.



## You too can make music Neela Bhagwat .....

Music is often described as organised sound. It is widely believed that it should be a part of education. However the classic difficulty in building music appreciation is how to go about developing children's taste for it. *Neela Bhagwat*, a classical musician, attempts to build an understanding of one of the most developed forms of organised sound--Indian classical music--through her workshops.

Bhagwat believes that to view music as a medium of expression one must understand its grammar and vocabulary. Organised sounds are seen as its alphabet. She strongly feels that all children should be given the opportunity to learn this language, along with other written and spoken languages that they are taught at school. As with literary works, mere instinct cannot be the basis for the conscious appreciation of music. To appreciate any kind of music children must first internalise the concepts of rhythm and tone.

Rhythm can be explained through internal bodily rhythms like the heart beat, the breath and other such manifestations. Neela feels that nature is replete with examples: in the patterns of leaves, branches, stones, and even in the day to day activities of animals. Such patterns can be understood through games like clapping exercises done in groups, where the children experiment with space and sound.

In one such game they stand in a circle at an equal distance from each other. They enunciate notes one after the other at regular intervals of time. The game is then replayed with the children positioned at irregular distances. Through such games, children get a fair idea of equidistant rhythm. They also experiment with soft and loud sounds. Once they grasp this concept then all other kinds of rhythms are easily understood.

Tone is the next basic component of music that is dealt with. Tone is perceived on a scale of seven basic notes ranging from low bass sounds to high-pitched sounds. To make tone meaningful for students, the pitch of sound is related to emotion. Excitement



may be expressed through high pitch, and boredom through bass tones. Children can then experiment with more complex emotions by various permutations and combinations of these seven notes and the semitones that lie between them.

Neela likes to introduce children to song-making in the last stage of her workshops. She encourages children to make their own lyrics, and they go through the stages of composing the tune, writing the music and finally performing the song.

Neela has been holding such workshops with a gamut of organisations, both educational and community-based, for a number of years. She varies the duration and content of her workshops according to the requirements of host organisations. Conducting workshops with children is a refreshing activity for her. She does this work alongside a busy career as a concert performer, composer and recording artist. She feels it helps her gain insights which are reflected in her creative work.

## Star gazing Khagol Mandal ●●●●●●●●●●

*Khagol Mandal* made a modest start at Shivaji Park with only 20 members in 1985, the year of Halley's Comet. The Mandal was begun with the intention of popularising astronomy—both as a subject as well as a profession. Today it has some 1,500 members across the country in Gujarat, Karnataka, and Uttar Pradesh, besides Maharashtra.



Khagol Mandal has grown on the enthusiasm of its members. Right from young students to senior citizens, its members meet once every week at their closest Khagol Mandal Centre. In and around Mumbai, there are centres at Sion, Thane, Dombivli, Badlapur, Panvel and Nasik. Each of these units is equipped with a library and basic astronomy paraphernalia.

Members often go on study tours to places away from the city where the sky is clear. The volunteers are in constant contact with scientists all over the country and with NASA's popularity cell. This allows them to keep upgrading their database, as well as to help their members keep in touch with practicing scientists.

When members approach volunteers with their queries, the Mandal refers them to material on the subject. They are encouraged to probe beyond the available material on their topics of research. In following sessions, these members are encouraged to make presentations on the outcomes of their research.

Students are thus able to develop an attitude that allows them to break away from a curriculum-bound study pattern. In this manner, the Mandal not only encourages its student members to become more confident when approaching a subject, but it also helps their own database to grow.

The Mandal has successfully conducted :

- astronomy workshops for science and geography teachers (1986)
- star-watching parties at Wangni on the outskirts of Mumbai during the sightings of Halley's Comet (1985), Swift-Tuttle Comet (1992), Hyakutake Comet (1996) and Hale-Bopp Comet (1997), which were attended by a large number of sky watchers
- study tours to the famous meteorite impact site at Lonar in Buldhana, Maharashtra
- a study tour to Hamirpur to observe the total solar eclipse on 24th October 1995.

Besides these they also have an agenda of regular activities:

- overnight open-sky observation programmes for the eight-month season every year (the remaining four months no sky watching activity is possible due to the monsoon clouds)
- exhibitions, slide shows on comets, solar eclipses
- basic and advanced courses in astronomy once every year



- participation in activities of the education department of Mumbai, as resource persons
- taking out issues of the bimonthly, Khagol Warta, in Marathi
- a regularly updated library of more than 1,500 books exclusively on astronomy
- astro-photography of important astronomical events

Khagol Mandal's efforts have been appreciated by various organisations and big companies in the form of generous donations which have allowed the Mandal to acquire equipment for its growing number of members. They soon hope to set up their own Khagol Bhavan, which will include modern up-to-date facilities for the study of astronomy.

## Unfolding mathematics Ravindra Keskar . . . .

The last time you dabbled in origami was probably when you tore pages out of your note book to make little paper boats. You may have neatly folded them and pulled out just the right amount so they would float in rain filled puddles. And in all probability, it was a happy retreat from a dreary maths class.

Mathematics need not be dreary and origami is not outside the periphery of academics. **Ravindra Keskar**, an electronics engineer teaching at the Xavier's Institute of Engineering, has redefined origami as "the embodiment of the essence of mathematics which is discipline, creation and beauty".

Origami is the ancient art of paper folding originating in Japan and China. It is a method of arriving at two-dimensional and three-dimensional decorative shapes in paper without resorting to cutting or glueing.



Keskar admits that as a student, mathematics always seemed beyond comprehension, and he had frightful nightmares about it. He chanced on a book on origami and soon became addicted to this fascinating art. After ten years of pursuing it, he realised the relationship between origami and maths. "Everything in paper folding is a discrete mathematical act" he says.

Discovering the beauty of mathematics manifest in this art has made Keskar realise that learning a concept-based, ostensibly dry subject like mathematics can become, through innovation, an exciting series of explorations "origami endows its students with a sense of balance, symmetry, harmony and beauty".

He demonstrates the creation of circles, triangles, cones and squares from a single uncut sheet of paper. These models are used to explain the concepts of volume, area and other basics in mensuration. This gives concepts a physical presence.

Concepts become easier to understand. Not only is the child concentrating and enjoying herself, but is simultaneously understanding the implication of measurement and calculation by folding paper to correct proportions. This lends a magical quality to discovering mathematics in a tangible way.

Keskar has worked with a number of different groups, proving the practicality of this wonderful art as a teaching tool. He has for instance, taught tribals in Chattisgarh, Madhya Pradesh. They had no theoretical grounding in basic maths. Concepts of volume, weight, area and other measurements helped them to understand the dimensions of the land they were tilling. It helped them to concretely question the patwari's calculation of their land holdings.

Origami has been especially successful in educationally backward areas where school children struggle with subjects cloaked in formal language.

Ravi Keskar has held over 60 workshops on origami and trained about 2000 people. He has been awarded a fellowship by the National Council of Science and Technology Communication for his work. Keskar now looks forward to setting up an institute to research the use of origami. Meanwhile he remains open to invitations to conduct origami workshops in schools and community-based groups.



## Joys of making and breaking toys

Sudarshan Khanna and Sonya Dhruv .....

*Sudarshan Khanna* and *Sonya Dhruv* both firmly believe that “the best thing a child can do to a toy is to break it”. It may sound a bit drastic, but they immediately follow it up with “the next best thing is to make a toy”. Which is what the two of them strive to make people aware of.

Research through conducting workshops world over has led them to the conclusion that the best way to involve a child in any learning process is by activating both her mental and physical faculties. Children have an amazing ability to get completely engrossed in activities—but only in those that appeal to them.

An abundance of energy prevents them from sitting still for long periods and devoting their minds in a particular direction. They begin to get fidgety and they need to do things with their hands. Also, children’s natural curiosity causes them to get bored very quickly with most readymade toys.

The first exercise that Sonya and Sudarshan conduct in their workshops is to ask the children to draw a toy they have made or played with. More often than not, surprisingly, in all the workshops they have held across the country and outside, the answers seem to tally. Most of the children disinterestedly mention bats and balls, toy cars and dolls. This lack of enthusiasm, they feel is very telling. Using it as a spring board, Sonya and Sudarshan plunge right into activities and exercises. The children are introduced to various scrap materials that they can easily find in their environs, like ice-cream sticks, wrappers, old pen refills, etc.

When children make toys, the experiential learning they get from these is far more satisfying than that from readymade, bought toys, which are already pre-designed and mass-produced. Learning, as the conductors of these workshops believe, is best through exploration and the actual physical act of doing.



All of us are trained to consider learning a very serious business from a tender age. This puts immense pressure on us to succeed. When we learn consciously, we are preoccupied with competing to win and excel. This attitude is absent at play. How often one hears, "it's just a game". So when toys and games initiate the process of learning, children get absorbed in it very unselfconsciously. Failure is thus allowed to become a part of the learning experience.

Sudarshan and Sonya are struck each time by the excitement and wonderment generated when they demonstrate the usage of scrap in making simple toys. The children have invariably been enraptured by the simplicity of the process of making various toys out of things they earlier saw only as waste material.

They have noted how, in each of their workshops, children enthusiastically show their achievements to friends, teachers and parents. They play with the toys with excitement and after some time even try to improvise on the toys they have made.

"Many indigenous popular toys are in fact the seedlings of design science and technology" say Sudarshan and Sonya. Since a lot of these toys are adapted to locally available material, children not only pick up the basic scientific design and technology behind the making of these toys, they also learn creative alternatives in the application of local resources. It also triggers a pattern of innovative thinking in their minds—giving them the confidence to express their creativity through easily accessible scrap material—like flick knives from ice cream sticks and toy cars from little cardboard boxes.



## The puppet speaks Meena Naik



Puppetry has been an integral part of Indian folk theatre for centuries. Through puppetry, stories of great kings and heroes were told and more importantly, political satires were played out and effective social statements made. In recent years, with the shift in priority towards other visually dramatic media like live theatre, film and television, the role of folk puppetry, as a serious medium of communication, has been undermined.

At the same time there have been several efforts by modern puppeteers to use puppetry as an effective educational tool. *Meena Naik* is one such person who has been experimenting with the versatile use of puppetry to enhance learning. Amongst her many assignments, she has worked as a consultant with the BMC's Research Unit, in their Language Development Project. Using this opportunity for research, she was able to implement her findings in experimental workshops that she conducted with municipal school teachers.

Through such workshops, Naik learnt that merely demonstrating the use of puppets was insufficient because the audience quickly lost interest after the initial excitement. She realised that there are two basic steps to using puppets as a learning tool--learning how to make them and then, using them creatively.

Traditionally there are four types of puppets--string puppets used for sophisticated action sequences or other complex movements; glove puppets which are best used for vigorous fun movements; rod puppets which can make characters look realistic both in terms of artistry as well as size; and shadow puppets which lend an air of gravity to serious themes. Although each of these comprise distinct art forms, Meena feels they should be mixed freely when used as tools of education.

Any form of art that is applied in education must be adaptable to circumstances. The art of making puppets is as important as the technique of using them. Meena has been involved in finding ways of making puppets using low cost, accessible



materials. So, in her workshops with young children, she uses brightly coloured paper which is attractive and fun to cut, paint, fold and paste. She has found that while puppets should be scaled up for large audiences, when there is need for a more intimate communication, the puppets need to be small and easy to handle. In one such AIDS awareness workshop, tiny puppets were made out of cigarette packets.

Meena Naik has found that children who have participated in puppetry have shown a marked improvement in their usage of language and in their level of confidence. During her research on language development, Meena saw that puppetry breaks down the barriers of formal structured language through personalised dialogue.

Puppetry also elicits responses from mentally and physically challenged children. It is also able to draw out introverted children—at two levels. When it is performed on stage, the identity of the puppet is ambiguous and so children are able to respond to issues thrown up in the course of the play in a carefree manner, without the fear of being judged by adults. At another level, since children also have a natural tendency to playact, when they themselves animate the puppets, the ostensible anonymity provided by playing out roles for puppets, allows them to be unselfconscious even on stage.

Puppetry is both freedom and discipline. To give physical form to their ideas, children have to sit and plan their puppets and puppet show. There is a freedom in expression. Then they must follow the process through all the stages, from characterisation and scripting, to constructing the puppets innovatively. And finally the puppets need to be physically manipulated, which disciplines motor coordination. Lastly, after rehearsals a show has to be put on before an audience, which has its own demands of presentation.

Though the puppets made at these workshops may not look professional, according to Meena Naik "the aim of puppetry is not to 'hold a mirror up to nature'. The success of the exercise depends on the little imperfections and personal touches that the puppeteers give to the puppets". She sees this as evidence of the bond formed between the audience/puppeteers and the puppets which makes the interaction fruitful. The idea is to give the puppet a 'soul' and not a defined external identity .



## In search of history Khoj. ....

"Why do people have to do things and leave us to learn up the dates?" is an oft heard complaint in school rooms. It very aptly puts across the low opinion that student hold of history. History teachers too complain in the staff-room "How do I get my class to participate in discussions ?!"

The team at *Khoj* are trying to change the way history is taught today. Teesta Setalvad of Khoj feels that history has been reduced to a dead subject, with its stress on events and dates, without any understanding of the developments that led to historical events. One is expected to know the key dates for the rise of the Mauryan Empire, or the exact event that sparked off the 1st World War. Somewhere in this process the main purpose of learning history is lost.

Another problem with the teaching of history is that meanings which suit the present are read into the past. So we get notions like "the Golden Age of the Guptas" or "the Mongol invasion" which serve to build up prejudices rather than understanding. Khoj feels that the idea of documenting past events is so that they are available for future reference. So, one of the reasons for studying the past is that the people of the present are able to build a future.

Khoj wants to make both teachers and students aware that history is open to many manipulative interpretations, and that any one reconstruction of what has passed need not be the 'fact' of the case. The best way thus, to understand a historical event with all its implicit connotations, is to recreate the whole period so that the child understands what went into certain decisions and the outcome of these decisions.

For instance, to understand the Russian Revolution, it would be appropriate, in the 45 minutes of the history class, to make the children 'live' one day in the life of an ordinary Russian peasant, making them understand the economics of sustaining a big family within limited resources in the given geographic and climatic conditions.



They must get a sense of being pressurised by tax-collectors to pay huge, impossible amounts of money on tiny bits of land which barely suffice in providing them their daily bread.

The students are 'taken', to the Tsar's palace and they live a day in the offices of the nobility, and also as members of the royal family. All of this is done through following what must have been the daily routine of these people. Juxtaposing these two experiences, the students are made to get a feel of the discontent and unrest that led to the Revolution.

In this way Khoj also hope to decommunalise history and other social sciences. The emphasis is on putting the students in a position of responsibility, allowing them to make their own choices in given circumstances, and consequently developing their political awareness. Besides encouraging children to make mature decisions, it also aims at making students aware that all information is vulnerable to propagandist influences.

The team at Khoj feel that history has unjustly been treated as an inanimate subject. They recreate the historical environment by provoking an interest in the artistry, technology, and folklore of the period. Besides broadening perspectives, it also widens a child's experiential knowledge base by literally making him 'live' a life in a different period within its own cultural and social parameters.

As a result, the main focus of their endeavours is not to merely to teach history per say, but also to attempt at resolving issues of conflict that children are exposed to, in their present environment. These include understanding political unrest, communal violence and caste and class-based discrimination. Other types of abuse like environment abuse, various kinds of substance abuse like drug addiction and alcoholism and even domestic violence are also dealt with.

Khoj has been working extensively with various schools and though they are currently working according to the syllabus prescribed by the Board, they are also evolving their own module with the hope of intervening in the mainstream syllabus.



## Experiential learning workshops at *bal vividha*

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9th Nov, 1998

<i>Subject</i>	<i>Resource Person/organisation</i>
Experiencing science (developing scientific skills)	<b>Rajiv Vartak</b> educational consultant, runs Institute for School Science Education
You too can make music (music in education)	<b>Neela Bhagwat</b> classical singer and teacher
Star gazing (astronomy workshop)	<b>Khagol Mandal</b> group of amateur astronomers
Pictures come alive (animation workshop)	<b>Ajeet Nagarkar</b> artist, animator
Learning by doing (creative experimentation in science)	<b>V.G. Gambhir</b> Scientist at Homi Bhabha Centre for Science Education
Pen art (calligraphy workshop)	<b>Santosh Kshirsagar</b> Professor at J J School of Arts
Nature Trails (environment education)	<b>V. Subhalaxmi</b> Programme Officer, BNHS (Bombay Natural History Society)
Weave a tale, tell a tale (creative story telling)	<b>Raju Tambe</b> educational consultant



**10th Nov, 1998**

<b><i>Subject</i></b>	<b><i>Resource Person/organisation</i></b>
<b>Geography workshop</b>	<b><i>Rajiv Vartak</i></b> educational consultant
<b>Unfolding Mathematics</b> (mathematics through paper folding)	<b><i>Ravindra Keskar</i></b> St. Xavier's Institute of Engineering
<b>Pen art</b> (calligraphy workshop)	<b><i>Santosh Kshirsagar</i></b> Professor at J J School of Arts
<b>Theatre in education</b>	<b><i>Probir Bose</i></b> Media Matters, a media training NGO
<b>Creative dramatics</b>	<b><i>Kanchan Sontake</i></b> associated with Natyashala
<b>Environmental cleanliness</b>	<b><i>Media Matters</i></b> a media training NGO
<b>Science workshop</b> (basic scientific instruments)	<b><i>Anand Ghaisas</i></b> Homi Bhabha Centre for Science Education
<b>Unfolding Mathematics</b> (mathematics through paper folding)	<b><i>Ravindra Keskar</i></b> St. Xavier's Institute of Engineering
<b>Weave a tale, tell a tale</b> (creative story telling)	<b><i>Raju Tambe</i></b> educational consultant



11th Nov , 1998

<i>Subject</i>	<i>Resource Person/organisation</i>
Let the world know (poster making)	<b>Deepa Balsavar</b> illustrator and designer of educational materials
Nature Trails (environment education)	<b>V. Subhalaxmi</b> Programme Officer, BNHS (Bombay Natural History Society)
Joys of making and breaking toys (learning through toy making)	<b>Sudarshan Khanna</b> faculty member at National Institute of Design & <b>Sonya</b> <b>Dhruv</b> , designer
Art in education (theory and hands-on play)	<b>Radhike Khanna</b> Vice Principal, SPJ Sadhana School
Joys of making and breaking toys (learning through toy making)	<b>Sudarshan Khanna</b> faculty member at National Institute of Design & <b>Sonya</b> <b>Dhruv</b> , designer
Fun with figures (creative mathematics)	<b>Vivek Monteiro</b> innovator of low cost scientific toys
Experiencing science (developing scientific skills)	<b>Rajiv Vartak</b> educational consultant, runs Institute for School Science Education
Mathematics workshop	<b>K. Subramaniam</b> Homi Bhabha Centre for Science Education



## Directory of resource persons offering alternative educational workshops

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### ***Badrinarayan***

8 Shri Prasad, 15th Road, Chembur, Mumbai 400 071  
Tel: 528 2875

Badrinarayan is a well-known artist and illustrator. He conducts workshops on creative story telling drawing on his talents as a painter, writer and story-teller.

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### ***Deepa Balsavar***

3rd floor Aman, Saraswati Road, Santacruz (West),  
Mumbai 400 054 Tel: 614 6482

Deepa is a graphic designer, currently associated with ABACUS, the curriculum enrichment programme in Municipal schools conducted by AVEHI. She has conducted many workshops on effective communication through poster making.

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### ***Neela Bhagwat***

4/13 Shah Bldg., Bhagat Path, Off T. H. Kataria Road, Mahim,  
Mumbai 400 016 Tel (R): 430 8935

Neela is a well-known singer in the Gwalior tradition of Hindustani music. Alongside her concert and recording work, she conducts music education workshops which explore the basic elements of music through games and riddles.



***Probir Bose***

Media Matters, 2nd floor Kolsawala Building, 16 Cawasji Patel Street, Fort, Mumbai 400 001 Tel: 287 1751, 287 0544

Media Matters see themselves as a centre for development support communication. They conduct workshops on the art and technique of theatre and puppetry on environment and other developmental themes. They primarily work with activists and educationists.

.....

***V.G. Gambhir***

Homi Bhabha Centre for Science Education, TIFR, V.N.Purav Marg, Mankhurd, Mumbai 400 088 Tel: 555 4712, 555 5242  
E mail: hbcadm@hbcse.tifr.res.in

Dr. Gambhir is a geologist working with the Homi Bhabha Centre for Science Education. He believes that the best way of learning science is through hands on experimentation, and so, sets up experiments exhibitions at different venues. He is conducting research in simplifying language for science education.

.....

***Anand Ghaisas***

Homi Bhabha Centre for Science Education, TIFR, V.N.Purav Marg, Mankhurd, Mumbai 400 088 Tel: 555 4712, 555 5242  
E mail: hbcadm@hbcse.tifr.res.in

Anand is a commercial artist by profession and works with the Homi Bhabha Centre for Science Education. He is conducting research in science education with the focus on instrumentation. He has been involved in communicating science through educational aids, toys, games and scientific instruments.



***Milind Kale***

Khagol Mandal, c/o Nandakumar Walve, A-9 Guruprasad, Swastik Park, Chembur, Mumbai 400 071 Tel: 415 3681

Milind is associated with Khagol Mandal, a group of amateur astronomers. Its basic programme is communicating astronomy through open sky observation. It conducts slide shows on comets, astronomy workshops for teachers, study courses on astronomy, study tours and astro-photography.

.....

***Ravindra Keskar***

Sound Engineering Dept., St. Xavier's Technical Institute Mahim Causeway, Mahim, Mumbai 400 016 Tel: 446 7636

Ravindra Keskar is an electronic engineer and currently a faculty member at the St. Xavier's Technical Institute. He has made a coherent link between mathematics and the ancient Japanese art of paper folding, origami, and has been conducting workshops in origami skills.

.....

***Radhike Khanna***

Vice Principal, S.P.J. Sadhana School, Sophia College Campus, Bhulabhai Desai Road, Mumbai 400 026

Tel: 364 7913, 361 9853, Fax: 364 1954

Radhike Khanna is the Vice-Principal of S.P.J. Sadhana School, a school for the mentally challenged. She conducts workshops in auditory integration, autism behaviour modification, mental retardation assessment, curriculum planning and counselling and art therapy workshops for art teachers.



***Sudarshan Khanna and Sonya Dhruv***

Department of Product Design, National Institute of Design,  
Paldi, Ahmedabad 380 007 Tel: 079 439693

Sudarshan Khanna is design educator on the faculty at NID, and Sonya Dhruv is a design consultant and visiting faculty at NID. They conduct toy design and development workshops using recycled material. Sudarshan is also known for his work in documenting and popularising indigenous toys.

.....

***Santosh Kshirsagar***

6/13 Goregaonkar Lane, Girgaum, Near Central Plaza Cinema,  
Mumbai 400 004 Tel: 382 6835

Santosh teaches at the J.J. Institute of Applied Art. An artist with several exhibitions to his credit, he conducts workshops on calligraphy, the art of graphic writing.

.....

***Vivek Monteiro***

2/3 Rani Niwas, Ganesh Nagar, Quarry Road, Bhandup (West),  
Mumbai 400 078 Tel: 569 0145

Vivek has developed creative ways of teaching mathematics. He is a doctorate in physics who works as a trade union organiser. Associated with Navnirmitti, a women's co-operative, he is currently developing low-cost, innovative scientific toys such as the Jodo kit.

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***Ajeet Nagarkar***

Prabhudas Bhañsali Wadi, Hanuman Road, Vile Parle (East),  
Mumbai 400 057 Tel: 610 3530

Ajeet works with the animation unit of Silverline. In his workshops he uses various forms of animation to give children a feel for making still images come alive.



***Meena Naik***

35 Kala Nagar, Bandra (East), Mumbai 400 051

Tel: 640 9048, 643 7074 E-mail: arunnaik@bom5.vsnl.net.in

Meena has effectively used puppets as a medium for educational work, expressing ideas and feelings for many years. She conducts workshops on puppetry for mentally challenged children, creates AIDS awareness, environmental awareness, promotes adoption and other subjects through puppetry.

.....

***Aspi and Yasmin Shroff***

43 Sea Queen, Juhu Tara Road, Mumbai 400 049

Tel: 612 6923, 204 5575, Fax: 283 4310

E-mail: tsac@bom3.vsnl.net.in

Yasmin, a pre-primary teacher and Aspi, an engineer, believe that values can be imparted in an informal, participative and entertaining manner. They have been working on environmental and other development-related themes. Aspi and Yasmin have been conducting educational workshops for children and teachers.

.....

***Kanchan Sontake***

Nehru Centre, Dr. Annie Besant Road, Worli, Mumbai 400 018

Tel: 495 2239

Kanchan is the Director of Natyashala, a children's theatre group. She is also involved in the training of children with disabilities and teachers.



***V. Subhalaxmi***

Bombay Natural History Society, Hornbill House, Dr. Salim Ali Chowk, Shaheed Bhagat Singh Road, Mumbai 400 023  
Tel: 282 1811, Fax: 283 7615 Subhalaxmi: 842 1174, 840 2976  
Subhalaxmi is working as a programme officer in BNHS. Her work aims at creating environmental awareness through workshops, nature treks and camps using participative techniques. They also have a collection of over 12,000 books on wildlife for nature-lovers.

.....

***K. Subramaniam***

Homi Bhabha Centre for Science Education, TIFR, V.N. Purav Marg, Mankhurd, Mumbai 400 088 Tel: 555 4712, 555 5242  
E mail: hbcadm@hbcse.tifr.res.in  
Subramaniam is an aerodynamics engineer. He works on problems of school science teaching with the Homi Bhabha Centre for Science Education.

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***Raju Tambe***

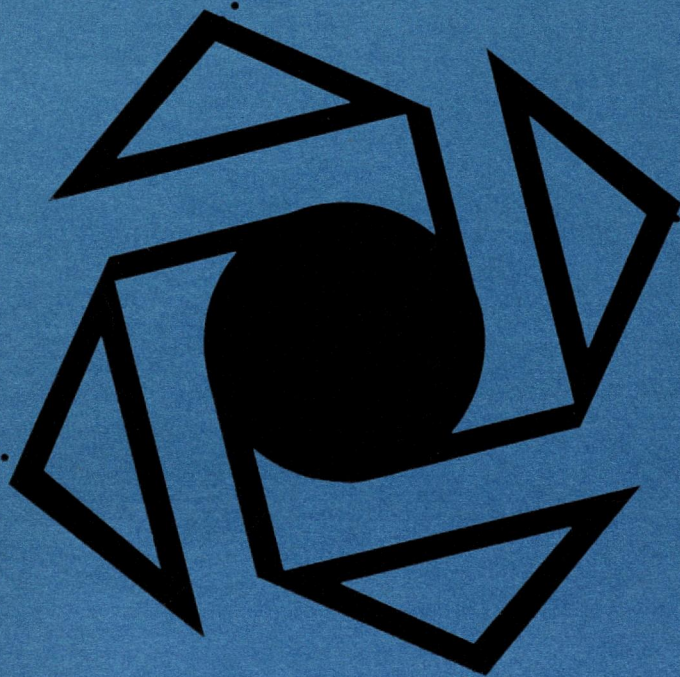
Purnima Apartments, Darshan 8202, Srikhandevadi, Manpara Road, Dombivili (East), Mumbai 421201  
Tel (R): 911 454343, (O): 411 8528, 437 1709  
Raju is a trainer in creative writing. He conducts workshops on teaching and writing techniques through the medium of play, for primary teachers. These skills are equally applicable to language and mathematics.

.....

***Rajiv Vartak***

Institute for School Science Education, H 2-6 New Deonar Municipal Colony Deonar, Mumbai 400043 Tel: 5566360  
Rajiv is the Director of the Institute of School Science Education. His basic approach is making science a part of everyday life in order to make it comprehensible and appealing to children. He conducts workshops with all types of groups, especially underprivileged children.





## **The importance of early intervention in learning disability** by *Veena Basu*

Parents are often puzzled when a child who seems bright in every other way is doing badly at school. Teachers are baffled by the child who does not respond to teaching methods that are successful for most of their other pupils, especially as there is no obvious reason for her lack of progress.

A learning disability is usually diagnosed when a child enters primary school. The awareness of the disability is aggravated in higher classes when the focus of instruction is less on basic skills and more on content and information. As the student moves on, she or he is expected to read fluently, copy notes from the blackboard, write essays, and answer questions on a given passage. A fair amount of abstract reasoning is demanded and a big burden placed on the memory. This is why early diagnosis is very important.

The academic lag continues to increase with time and if no assistance is provided, there is a risk of the child not completing school. Drop-out rates for the learning disabled are fairly high. Further, there is a correlation between juvenile delinquency and learning disability.

Learning disabled children need the support of a multi-disciplinary team which consists of parents, regular teachers, special teachers, psychologists, pediatricians/physicians, and school counsellors. The team may determine that a child has a specific learning disability if the child is provided with learning experience appropriate for the child's age and ability level, and still has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

1. oral expression
2. listening comprehension
3. written expression
4. basic reading skills
5. reading comprehension
6. mathematics calculation
7. mathematics reasoning



It is important to note that the discrepancy is not a result primarily of:

1. a visual, hearing or motor handicap
2. mental handicap
3. emotional disturbance
4. environmental, cultural or economic disadvantage

One can do a quick appraisal for recognising a learning disabled child on the basis of some indicators.

### **Non-academic indicators**

- mixed hand dominance
- directional confusion
- similar learning problems in other family members
- extreme difficulty with sequencing
- slow or delayed language development
- difficulty with time and time relationships
- retrieval problems
- problems with attention
- tendency to be disorganised

### **Academic indicators**

- tendency toward reversals
- poor oral reading
- poor handwriting and disgraphia
- inability to copy accurately
- poor spelling
- trouble transferring ideas onto paper
- behaviour problems

However before we go further, it must be noted that all people have at least one or two of the listed characteristics to some degree. Unless there is a group of symptoms, there is no reason to suspect a learning disability.



# THE ASSESSMENT PROCEDURE ..... under achieving child



## Rule out

- sensory handicaps
- emotional disturbance
- environmental
- cultural or economic disadvantage

**Test for intelligence: rule out mental handicap  
if IQ of 90 or above.**

## Test for achievement

### *Language*

- listening comprehension
- oral expression

### *Reading*

- basic reading skill
- reading comprehension

### *Written expression*

- handwriting
- spelling
- ideas

### *Mathematics*

- calculation
- reasoning



**Discrepancy between IQ and Achievement Test**



**Diagnosis learning disabled**



**Trial teaching**



Plan individualised educational plan  
Begin remedial programme  
Evaluate progress



The difficulties that each person with learning disability faces are individual specific. Each person shows different learning difficulty depending on the combination and severity of problems.

An individual need not manifest all the symptoms. One learning disabled child may have a very different set of difficulties from another. However the specific difficulties that all learning disabled children may share is of learning to read, write, spell and/or arithmetic.

All the people involved in helping the child with learning disability have special roles to play.

- **Parents:** Parents have the most important role. They have to co-ordinate all the services received by their "under-achieving" child. Research evidence shows that children with proactive parents show significant improvement compared to those with not-so-proactive parents.
- **Medical professionals:** Parents with an "underachieving" child sometimes begin their search for help by first talking to their doctor. The doctor will assess the child and rule out any medical disorder. In the process of identifying the problem, parents may seek the help of general physicians, pediatricians, psychiatrists and neurologists. These professionals may then suggest a psychological and educational assessment for the child.
- **Clinical Psychologist:** The role of the clinical psychologist is to carry out psychologist testing, which includes IQ testing. Clinical psychologists also counsel children and parents. The psychologist will rule out mental retardation and emotional disorder as the primary reason for underachievement. The clinical psychologist would next conduct assessments in the areas of reading, writing, spelling, maths etc. to diagnose the underachieving child as a learning disabled child in consultation with other team members.
- **School Counsellor:** The school counsellor becomes crucial in diagnosis and in guiding parents to seek help from concerned professionals. The school counsellor can keep in touch with the teachers, principal, parents and the remedial teacher to effectively monitor the progress of the child. S/he would also be involved in counselling parents and children.



**Remedial Teachers:** A good remedial teacher with the necessary educational qualifications and experience can carry out education assessment, plan and carry out remedial programmes for learning disabled children. The remedial teacher should carry out an ongoing evaluation of the child's progress, making necessary programme changes in consultation with the parents and class teacher. Counselling by the remedial teacher should be an ongoing process that children and parents can rely on.

### ..... **Editor's note:**

The purpose of education is to help the learning disabled child to be integrated into the mainstream of school and community life. The lack of awareness in the community often makes it difficult for parents to deal with issues of integration and mainstreaming, though recent legislative concessions have made the situation somewhat more flexible.

The following pages contain two useful lists, the first a directory of child guidance clinics; the second a directory of professionals dealing with assessment, diagnosis and education of children with special needs.

These directories have been compiled by Shivani Kundapur and Odette Lobo from a number of sources. Special thanks to the Help Directory of Services compiled by All Saints' Church, Mumbai and Helpline, a directory compiled by CHILDReach, Mumbai.



## **CHILD GUIDANCE CLINICS**

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### **AASHRAYA DEV emotional & learning aid centre**

*Dr. Narendra Kingor*

Asuda Kutir Ground Floor, Waterfield Road, Near National College  
Bandra (West), Mumbai 400 050. Tel: 640 9296, fax: 640 9326

Psychological evaluation, counselling, psychotherapy,  
speech therapy, remedial education, play therapy.

.....

### **ASHRAY**

*Ms. Sushma Sharma, Director*

2 Horizon View, Gen. Bhosale Marg, Mumbai 400 021 Tel: 285 5230

Counselling for emotional, adjustive and psychologi-  
cal problems. IQ and aptitude testing, vocational  
guidance, remedial education.

.....

### **AWARE**

*Ms. Panna Chudasama*

16, Baug-e-Sara, Napean Sea Road, Mumbai 400 006 Tel: 367 2466

Remedial work for children with dyslexia and other  
learning disabilities attending mainstream schools.

.....

### **AWARE home for mentally deficient children**

*Ms. Bhaskar*

Bal Kalyan Nagri, Purav Marg, Sion-Trombay Road  
Mankhurd, Mumbai 400 088. Tel: 551 1126

Deals with slow learners and mentally retarded chil-  
dren.



**CREMERE Centre for Research in Mental Retardation**

*Dr. Usha P Dave*

Khushaldas Dagra House, Near Ruia Hall, Malad (West)  
Mumbai 400 064. Tel: 881 0654, fax: 882 8867

Detection, clinical, biochemical, genetic counselling.  
Investigations, assessment special education, vocational training, rehabilitation.

.....

**CHILDREACH**

*Ms. Sunila Shah*

C/o Sukant Construction Pvt. Ltd., Maya, 14th Road, Khar (West)  
Mumbai 400 052. Tel: 649 8006 / 649 8709

Creating awareness of learning disabilities and publication of literature on appropriate education and mainstreaming of such children.

.....

**CHILDREN'S ORTHOPAEDIC HOSPITAL**

*Ms. Asha Dangarwala*

Haji Ali Park, Clerk Road, Mahalaxmi, Mumbai 400 034. Tel :492 0030

Assessment, diagnosis and treatment of cerebral palsy and orthopaedic disorders.

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**DISHA centre for children with development disorders**

*Ms. Dinaz N. Wadia*

B-10/6 Pushpak Co-op Housing Society, Khira Nagar, S.V.Road  
Santacruz (West), Mumbai 400 054. Tel: 614 0897

Early intervention and development centre.

.....

**THE FAMILY WELFARE AGENCY**

*Ms. K. Pandit and Ms. Madhura*

Near 10, B.D.D Chawl Compound, N.M.Joshi Marg, Delisle Road,  
Lower Parel, Mumbai 400 01. Tel: 308 2085

Family counselling services for neighbourhood residents, counselling to municipal schools, medical & educational aid to deserving children, activities for local youth.



**GOA HINDU ASSOCIATION child guidance clinic**

*Nalini M. Panandikar, Psychiatrist*

2nd Floor, Gomant Dham, 358 Dr. Bhadkamkar Marg  
Mumbai 400 007. Tel: 387 3081

Deals with children in the age group of 6 months to 15 years. Offers personality and aptitude testing for children with: emotional disturbances, learning difficulties, school behavioural problems and for juvenile delinquents.

.....

**GOPIKRISHNA PIRAMAL MEMORIAL HOSPITAL**

Ganpatrao Kadam Marg, Morarjee Mills Unit No.2 Compound  
Lower Parel, Mumbai 400 013. Tel: 494 7837, 493 4785/88/89

Psychotherapy for spastics and polio afflicted children and adolescents upto 18, counselling for psychological disorders and behavioural problems.

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**HARKISONDAS HOSPITAL**

**Occupational Therapy Department**

*Dr. Hutokshi C. Bana*

Prathana Samaj, Mumbai 400 003. Tel: 385 5555

Assessment / remedial training. Learning disability and dyslexic sensory integration programmes.

.....

**INDIAN COUNCIL FOR MENTAL HEALTH AND HYGIENE**

3rd Floor, Eros Bldg, 42 Maharishi Karve Marg  
Mumbai 400 002. Tel: 385 5205

Psychological and aptitude testing for children with learning difficulties and behavioural problems.

.....

**INSTITUTE FOR EXCEPTIONAL CHILDREN**

*Ms. E. Dubey or Ms. Jasmine Khattar*

2nd Floor, Topiwala Lane Municipal School, Lamington Road  
Mumbai 400 007. Tel: 386 8501

Offers comprehensive psychological and educational services to children with mental retardation.



**INSTITUTE FOR PSYCHOLOGICAL HEALTH**

B-103, Centre Point, Behind New T.M.C. Bldg, Panchpakhadi  
Thane (West) 400 602

Awareness building and integration of dyslexic children  
into the mainstream.

.....

**JERBAI WADIA HOSPITAL FOR CHILDREN  
child guidance clinic run by TISS**

*Ms. Freny Italia, Ms. Kiran Bhosale, Ms. Nilofer Shama*

Dhonde Marg, Parel, Mumbai 400 012. Tel: 413 1903, 412 9786/87

Provides counselling services to children in the age  
group of 4 to 18 years with behavioural, emotional  
and personality disorders, speech and occupational  
therapy and outreach programmes.

.....

**LEARNING CENTRE, SNDT WOMENS' UNIVERSITY  
Dept. of Special Education**

*Dr. Smriti Swarup*

Santacruz (West), Mumbai 400 054. Tel: 612 6648 ext. 206

Special education.

.....

**MAHARASHTRA DYSLEXIA ASSOCIATION**

*Ms. Vinita Pandit*

c/o Ms. Jyoti Row Kavi, 303 Jhama, Dr. Ambedkar Road, Khar (West)  
Mumbai 400 052. Tel: 646 2538 / 605 2559

Awareness and integration of dyslexic children in main-  
stream.

.....

**MULTI CENTRE FOR INTEGRATED EDUCATION**

*Ms. Veena Shrouthy*

Sadhana Education Society Relief Road, Santacruz (West)  
Mumbai 400 052 . Tel. 617 8077

School for slow learners and learning disabled children.

.....



**MONA REMEDIAL EDUCATIONAL CENTRE**

*Ms. Lena d'Silva*

7/71 Chanchal Smruti, G.D Ambedkar Road, Wadala,  
Mumbai 400 012 Tel: 414 8878

Counselling & psychological testing.

.....

**NAGPADA NEIGHBOURHOOD HOUSE**

Sophia Zuber Road, Byculla, Mumbai 400 008. Tel:309 6144

Child guidance clinic, study and recreation centre for  
students.

.....

**PACE**

*Ms. Laila Bhatkal*

Meghdoot, S.H.Paralkar Marg, Shivaji Park, Dadar, Mumbai 400 028  
Tel : 445 1698

Parents' forum for appropriate education of child.

.....

**SAMAJ SEVA NIKETAN**

Bhanu Villa, 3 Amrut Nagar, Behind Ghatkopar Industrial Estate  
Ghatkopar (West), Mumbai 400 086. Tel:517 1987

Educational balwadi, night school, non formal educa-  
tion.

.....

**SAMSODHAN Child Guidance Clinic**

Gujarat Research Society Sadan, Ramkrishna Mission Marg, Khar  
(West),  
Mumbai 400 052. Tel:646 2691

Addresses mental, behavioural, personality problems  
and learning disabilities, provides counselling, play  
therapy, I.Q and personality testing services.

.....

**SAPLING**

*Ms. Laila Bhatkal*

c/oNew English High School, Kherwadi, Bāndra (East), Mumbai 400051  
A school for appropriate education.



**SARDAR VALLABHBHAI PATEL VIDYALAYA**

*Ms. Vatsala Sharma*

S.N.Dubey Road, MHB Colony, Dahisar (East), Mumbai 400 068

Tel: 893 6851

Testing and diagnosis.

.....

**SAVERA Maharashtra State Women's Council**

*Ms. Merchant or Ms. D. Fernandes or Ms. Shaifali Gandhi*

10 Ravelin Street, Fort Gratuitous Dispensary Building

Opposite Excelsior Cinema, Mumbai 400 001. Tel: 387 8992, 207 3727

School for the mentally handicapped, counselling and guidance for children with behavioural problems.

.....

**SEVA NIKETAN**

*Ms. Aarti Sharma, Clinical Psychologist*

Sir Jamshedji Jeejeebhoy Road, Byculla, Mumbai 400 008. Tel: 309 2934

Deals with children in the age group of 6 years to 18 years, offers learning and emotional guidance.

.....

**SCHOOL FOR REMEDIAL EDUCATION**

*Ms. Zehra Rangwala*

COH Complex, Haji Ali Park, Clerk Road, Mahalaxmi, Mumbai 400 034

Tel: 492 0030

OR 115-C, Buniyan, Seth Motishah Road, Byculla, Mumbai 400 027

Tel:-376 5606

Assessment and work with learning disabled and slow learners with IQ of 75 and above.

.....

**S.D.G. PUNARVAS SPECIAL SCHOOL**

*Ms. Shobha Shetty*

Plot 312, Opp. Piramal Nagar, S.V.Road, Goregaon (West),

Mumbai 400 062. Tel: 872 7024 / 874 7857

Educational, medical and counselling services.

.....

**SNEHALAYA family service centre**

Victoria Church Compound, Lady Jamshedji Road

Mahim, Mumbai 400 016. Tel:446 8218

Vocational guidance, family life education, aptitude testing for students, and psychiatric help .



## **PROFESSIONALS DEALING WITH ASSESSMENT, DIAGNOSIS AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

.....

***Ms. Anagha Afreddy***

12 Pratap Mansion, 166-F Dr. Ambedkar Road, Dadar, Mumbai 400 014  
Tel: 414 2040

Counselling and remedial teaching.

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***Ms. Jugnu Agrawal***

C-303 Red Rose Society, Raviraj, Oberai Complex, Andheri (West)  
Mumbai 400 058. Tel: 631 6995

Assessment & remedial work.

.....

***Ms. Samantha Albuquerque***

B/73 Ashiana, St. John the Baptist Road, Bandra (West)  
Mumbai 400050. Tel: 640 5168

Counselling and remedial teaching.

.....

***Ms. Preeti Anandpara***

B-21, Ladiwala Bhuvan, S.V. Road, Kandivli (West), Mumbai 400 067  
Tel: 805 0827/809 0315

Counselling and remedial teaching.

.....

***Ms. S. Arundhati***

Flat No.2, Plot No.131, Sector 8, Vashi, New Mumbai 400 703  
Tel: 766 4386

Assessment and identification of remedial programmes.

.....

***Dr. Hutokshi C. Bana***

228 "A" Block Shirin Mansion, Tardeo Road, Mumbai 400 007  
Tel: 494 9240/386 7293

Remedial training of learning disabled, sensory integration  
programme for dyslexics, workshôps, awareness  
programmes and consultancy services.



***Ms. Veena Basu***

606 Nirman Kendra, Dr. E. Moses Road, Mahalakshmi,  
Mumbai 400 011 Tel: 498 1367

Assessment, counselling and remedial education for  
children with learning disabilities.

.....

***Dr. Firoza S. Bhabha***

49 Cuffe Parade, Colaba, Mumbai 400 005. Tel: 215 1231

Consultant pediatrician.

.....

***Ms. Gulestan H. Bharucha***

Bai M N Gamadia High School, 268 Princess Street, Mumbai 400 002  
Tel: 201 0809

Counselling and remedial teaching.

.....

***Dr. Manek Bharucha***

204, Arun Chambers, Near Tardeo A C Market, Tardeo, Mumbai 400 034  
Tel: 494 2187/215 1257

Consultant psychotherapist, assessment and treatment of  
children, parents and families.

.....

***Ms. Geeta Bhatia***

Spastic Society of India, K C Marg, Bandra Reclamation, Bandra (West)  
Mumbai 400 050. Tel: 644 3688/644 3666

Counselling and remedial teaching.

.....

***Ms. Madhu Bhatia***

290/A/26 Anand Nagar, Sion Koliwada, Mumbai 400 037  
Tel: 401 1247/401 3517

Counselling and remedial teaching.

.....

***Dr. Kersi B. Chavda***

19, Gulmohar, Govind Patil Road, Danda Pada, Khar, Mumbai 400 050  
Tel: 646 4508/642 8578

Psychiatric evaluation, psychotherapy, counselling.



***Ms. Rachana Chhabra***

C/o. Alfa Works, Station Road, Bhandup, Mumbai 400 078

Tel:- 568 4275/561 1283

Counselling and remedial teaching.

.....

***Mrs. Panna Chudasama***

16, Baug-e-Sara, Napean Sea Road, Mumbai 400 006

Tel: 367 2466/367 2661

Counselling and remedial teaching.

.....

***Ms. Ketki R. Daftary***

401, Devshakti Bldg, 46 Tilak Road, Near Asha Parekh Hospital

Santacruz (West), Mumbai 400 054. Tel: 605 3509/605 4749

Counselling and remedial teaching.

.....

***Ms. Zarine d'Monte***

29-B Carter Road, Bandra (West), Mumbai- 400 050 Tel: 642 7088

Testing and counselling.

.....

***Ms. Ratna Dalvi***

A-31 Mercantile Bank Colony, Road No.5, Natwar Nagar

Jogeshwari (East), Mumbai 400 060. Tel: 837 9727

Counselling and remedial teaching.

.....

***Ms. Pragati Damle***

16 A Damle's House, Chiranjiv Building B No.7, Chittaranjan Road

Vile Parle (East), Mumbai 400 057. Tel: 610 5533

Counselling and remedial teaching.

.....

***Ms. Chandreyee Das***

Spastic Society of India, K C Marg, Bandra Reclamation, Bandra (West)

Mumbai 400 050. Tel: 644 3666/443688

Counselling and remedial teaching of children and disabled adults who have not been through school system.



***Ms. Ami Desai***

18 Nandish Apartments, Santacruz (East), Mumbai 400 055  
Tel: 618 2108

Counselling and remedial teaching.

.....

***Dr. Amit Desai***

(4-8 p.m.) 41 Sunder Mahal, 141 Netaji Subhash Road  
Mumbai 400 020. Tel: 204 6715, (Res) 201 5240

OR (11am- 1pm) Rajaveer Clinic, 303 Kannaiya, 250B Linking Road  
Bandra (West), Mumbai 400 050. Tel: 640 0580

Consulting psychiatrist.

.....

***Dr. I.G. Deshpande***

Dept of Applied Psychology, University of Bombay, Vidyanagri, Kalina  
Mumbai 400 098. Tel: 611 5444

Psychologist offering assessment and diagnosis.

.....

***Ms. Priya Deshpande***

18-B Shenaz, 90 Napean Sea Road, Mumbai 400 006. Tel: 364 6703

Counselling and remedial teaching.

.....

***Ms. Vijaya Anand Dixit***

6 Samruddhi, 11/3 off Turner Road, Bandra (West), Mumbai 400 050  
Tel: 640 7511

Counselling and remedial teaching programmes for  
children with psycho-social problems.

.....

***Ms. Sonia Fernandez***

3 Milan, 76 Prabhat Colony, 6th Road, Santacruz (East),  
Mumbai 400 055 Tel: 612 1349

Counselling and remedial teaching.

.....

***Dr. Radha Gulati Ghildayal***

1/5, Nair Doctor's Qtrs., K. Khade Marg, Haji Ali, Mumbai 400 034.  
Tel: 494 1536/308 1490 (Ext.139)

Pediatrician.



***Ms. Purnima Hindia***

2 A Malabar Apartments, Napean Sea Road, Mumbai 400 036  
Tel: 362 5115/362 2524

Counselling and remedial teaching.

.....

***Ms. Mehanaz Adi Irani-Mizan***

28 Daruwala House, 1st Dhobitalao Lane, Mumbai 400 002.  
Tel: 205 3318

Counselling and remedial teaching.

.....

***Ms. Gayatri Joglekar***

Bldg No. 1, Block 9, Govt. Colony, K. Khade Marg, Haji Ali  
Mumbai 400 034. Tel: 494 2973

Counselling and remedial teaching.

.....

***Ms. Usha G. Joshi***

169-B Kamala Niwas, Dr. B. Ambedkar Road, Dadar T.T  
Mumbai 400 014. Tel: 414 2973

Counselling and remedial teaching.

.....

***Dr. Madhuri Kulkarni***

Pediatric Neurology Division, L T M G Hospital & L T M Medical College  
Mumbai 400 034. Tel: 407 6381 (Ext. 236) Fax: 407 6100

Pediatric neurologist.

.....

***Dr. J.A. Lalkaka***

Res: 67H Bhulabhai Desai Road, Mumbai 400 026  
Clinic: Harding House, 60 Gowalia Tank Road, Mumbai 400 036  
Tel: 386 6386

Consulting neurologist.

.....

***Ms. Kashmira Adil Kakalia***

789, Jam-e-Jamshed Road, Dadar Parsi Colony, Mumbai 400 014  
Tel: 415 0980

Counselling and remedial teaching.



***Ms. Benaifer B. Kavina***

A/64 Vikas Finlay Towers, Parel Tank Road, Near Wadia Baug  
Parel, Mumbai 400 014 Tel: 413 9327

Counselling and remedial teaching.

.....

***Ms. Rameeza Khan***

46/3 Prince Ali Khan Bldg. 11, Moreland Road, Mumbai 400 011  
Tel: 308 8248

Counselling and remedial teaching.

.....

***Ms. Zarin Malva***

K-14, Cusrow Baug, Colaba Causeway, Mumbai 400 039  
Tel: 2841672/203 9838

Training for Montessori teachers.

.....

***Ms. Lucy Martins***

c/o Betty Mendes, B-16 Sai Dham, Above Citizen Bank  
Kurla, Mumbai 400 070

Educational psychologist.

.....

***Dr. Dharmishta H Mehta***

5, Krishna Bhavan, Dadabhai Cross Road No.2, Andheri (West),  
Mumbai 400 058. Tel: (R) 623 4983 (O) 618 1407

Assessment and planning of remedial programmes for  
learning disabled children, working on tools for diag-  
nosis of special children, conducting training work-  
shops.

.....

***Ms. Jagruti Mehta***

B-302 Ram Janki Apts, Subhash Road, Vile Parle (East)  
Mumbai 400 057. Tel :834 5280

Assessment and therapy planning for learning disabled  
children.



***Dr. Yashu Mehta***

202, Meera Sagar, Nawroji Lane, Ghatkopar (West),  
Mumbai 400 086 Tel: 513 1610

Guides children with learning disabilities, slow learners  
and the physically disabled.

.....

***Ms. Bela H. Mehtaji***

102 Nav Jyot, Vakola Masjid Road, Santacruz (East), Mumbai- 400 098  
Tel: 611 4832

Counselling and remedial teaching.

.....

***Ms. Precy Mendonca***

2 Kanchan, B.W. Pathare Marg, off Bhole Road, Dadar, Mumbai 400 028

Counselling and remedial teaching.

.....

***Ms. Leena A. Merchant***

91-A Paschim Apts, K Dhuru Marg, Opp. Kirti College, Dadar (West)  
Mumbai 400 028. Tel: 437 0239/436 0519

Assessment and counselling of spastic children, slow  
learners and children with learning disabilities.

.....

***Ms. Purnima Mirchandani***

92 Sunshine, Dr. Rajabhai Patel Road, Chembur, Mumbai 400 074  
Tel: 364 8021/368 4569 Fax: 362 6967

Counselling and remedial teaching.

.....

***Ms. Purnima Mistry***

5/103 H.P.Nagar (West), Mahul Road, Chembur, Mumbai 400 074  
Tel: 555 5754

Counselling and remedial teaching.

.....

***Ms. Shailaja Mulay***

F-10 Niwara, Moghal Lane, Mahim, Mumbai 400 015. Tel: 445 4836

Vocational guidance, training and workshops.



***Ms. Deepika Mundle***

215/216A Suyogi, Station Avenue, Chembur, Mumbai 400 017

Tel: 556 4918

Counselling and remedial teaching.

.....

***Ms. Sonali Nerurkar***

A/16 Madhuvan, Near India Oil Nagar, Andheri (West), Mumbai 400 053

Tel: 624 4684

Counselling and remedial teaching.

.....

***Ms. Shirin H. Painter***

Saifi High School, 30-30T Mohammedali Road, Mumbai 400 003

Tel: 344 4858/344 1092

Counselling and remedial teaching.

.....

***Mr. Shivkumar Pandey***

R.M. Goculdas Bungalow, 12 French Bridge, Chowpatty

Mumbai 400 007. Tel: 368 3022

Guidance & counselling for elementary school children.

.....

***Ms. Radha M. Parikh***

2/36A Aakash Deep, Pestom Sagar Road 3, Chembur (East)

Mumbai 400 089. Tel: 523 5570

Counselling and remedial teaching.

.....

***Ms. Ayesha Patel***

5th floor Hemprabha, 68 Marine Drive, Mumbai 400 020

Tel: 201 4370/209 4226

Counselling and remedial teaching.

.....

***Ms. Uma Pathak***

1st Floor, Block E Hare Krishna Land, Juhu, Mumbai 400 049

Tel: 620 8233

Counselling and remedial teaching.



**Ms. Mimansa Popat**

25/A Ameeta, 10 Gen. Bhosale Marg, Mumbai 400 021.

Tel: 202 0203

Counselling and remedial teaching.

.....

**Ms. Pranita P. Prabhakar**

Indian Education Society, 'Raja Shivaji Vaidya' Sarkar, Hindu Colony

Dadar, Mumbai 400 014. Tel: 414 2995/414 3362 (Ext 267)

Counselling, aptitude and IQ testing.

.....

**Ms. Arpana M. Rahate**

8A Sai Milan, Ciba-Geigy Road Sai Baba Complex, Goregaon (East)

Mumbai 400 008

Counselling and remedial teaching.

.....

**Ms. Farida Rajkotwala**

2nd Floor Madraswalla Bldg, 17/19 Shepherd Road, Byculla

Mumbai 400 008. Tel: 307 8828

Counselling and remedial teaching.

.....

**Ms. Archana Samarth**

C/2 Anand Apartments, 24 J. P. Road, Andheri (West), Mumbai 400 058

Tel: 628 3671

Psychological assessment and remedial teaching.

.....

**Ms. Deepali N. Shah**

2/7 Bhagwati Bhavan, 31B Carmichael Road, Mumbai 400 026

Tel: 494 5543/494 4868

Counselling and remedial teaching.

.....

**Ms. Darshika N. Shah**

120 Jawahar Nagar, Next to Jawahar Nagar P.O., Road No.10

Goregaon (West), Mumbai 400 062. Tel: 620 0872

Counselling and remedial teaching.

.....



***Ms. Prabha Apte Shembhavenkar***

Flat No. 403, Bldg No. 12B, Kalpak Estate, Antop Hill, Wadala  
Mumbai 400 037. Tel: 401 4771/401 5889/415 5773

Yoga teacher for intellectually challenged.

.....

***Ms. Rukhshana F Sholapurwala***

80 Boman Lodge, Khodadad Circle, Dadar, Mumbai 400 014  
Tel: 416 6590 / 412 6053

Counselling and remedial teaching.

.....

***Ms. Veena Shrouty***

Bungalow No.5, Silver Beach Estate, A.B. Nair Road  
Juhu, Mumbai 400 049. Tel: 620 0872

Counselling and remedial teaching.

.....

***Ms. Sunita Singh***

Udayachal High School, Pirojsha Nagar, Vikhroli (East),  
Mumbai 400 079 Tel: 571 1166 / 517 1177 Ext. 5577

Counselling and remedial teaching.

.....

***Ms. Vathsala Tata***

Flat 104 Kenmore A, Lokhandwala Complex, Andheri (West)  
Mumbai 400 053. Tel: 632 1382

Educational testing, assessment, diagnosis and  
remedial teaching.

.....

***Ms. Asheesh M Tata***

25/B/34 Takshila, Mahakali Caves Road, Andheri (East)  
Mumbai 400 093. Tel: 832 9663/8389366

Counselling and skills training.

.....

***Ms. Kirti Thakur***

2 Anmol, 13th Road, Khar, Mumbai 400 052. Tel: 649 6447 / 648 1120

Prepares special children for National Open School  
Exam. Std. 10 and 12.



**Ms. Stuti H. Vasavada,**

502 Sajawat Apartments, Goraswadi, Malad (West)  
Mumbai 400 064. Tel: 807 1270

Counselling and remedial teaching.

.....

**Ms. Rakhee N. Vedak**

A/17, Adarsh Vasant Bahar, Jivan Vikas Kendra Marg, Koldongri  
Andheri (East), Mumbai 400 069. Tel: 832 7590

Counselling and remedial teaching.

.....

**Ms. Homi H. Wadia**

Udayachal Primary School, Pirojsha Nagar, Vikhroli (East)  
Mumbai 400 079. Tel: 517 1177 Ext. 5595

Counselling and remedial teaching.

.....



## credits

event coordination: *Devasmita Menon*

support team:

*Preeti Bhat*

*V.P.Jacob*

*Shivani Kundapur*

*Madhavi Kamble*

*Odette Lobo*

*Jaswanti Solanki*

*Himali Kapil*

*Umesh Ipte*

*P.N.Yadav*

*S.B.Jadhav*

*Keshav Kamble*

booklet design and  
bal vividha identity: *Priti Karande*

