

BOOK OF ABSTRACTS



Be the Difference: Equality and Equity in Education

1st International Conference in Education

January 18-19, 2019

Organised by

Department of Special Education
SNDT Women's University
Juhu Campus

Venue : Raheja Classique Club, Behind Infinity Mall, Andheri West





Halogin Projects And Ventures
Private Limited

www.halogin.in

KETAN MEHTA
Director

9820232391
9892984361

☎ : 2807 8299 / 2862 9410

✉ : info@halogin.in / ketan.mehta@halogin.in

📍 10, Puranmal Bubna Shopping Centre, Opp. Central Bank,
S. V. Road, Kandivali (West), Mumbai - 400 067.

*With
Compliments
from
Ashish Madan*



(ii)

Book of Abstracts



Be the Difference: Equality and Equity in Education

1st International Conference in Education

January 18-19, 2019



Organised by
Department of Special Education
SNDT Women's University
Juhu Campus

Venue: Raheja Classique Club, Behind Infinity Mall, Andheri West

ISBN : 978-93-82884-99-6

Publisher: S.R. PUBLISHING HOUSE

Office: B-322, Upper Ground, Front Side
Hari Nagar Ashram, Near HDFC Bank
Delhi-110014
E-mail: srph22011@gmail.com
Contact No.: 9953776001

Regd:

B-39, First Floor, Aruna Nagar
Civil Lines
Delhi-110 054

Compiled by: Apoorva Panshikar and Poonam Mishra

Cover Designed by: Betty Abraham

Designed and Page Setting: S.R. Publishing House, New Delhi

Printed in India

Preface

Education is not preparation for life; education is life itself ... John Dewey

People irrespective of their significant diversities have the fundamental right of education. In the emerging 21st century which is also known as the era of science and technology, when the societies are becoming advanced day by day, in many developing countries like India, larger populations are still deprived from the need of/and quality-based education. "One fit to all" structure of education is no longer felt relevant to fulfil the diversified needs of learner. The rigid pedagogic landscapes and their methodologies which are being practiced in recent times need a greater shift from its traditional to more innovative and flexible pattern to make it accessible for all. Further, with the rapid advancement of new age technologies available to the current generation, where the use of ICT and online learning are in trend, many classrooms are still untouched with these innovative educational practices. Ironically, the rapid changes and increased complexity of the present-day world poses new demands on the education system. This led to the growing awareness of the necessity to restructure the preparation of the students for productive functioning in the present challenging environment. In this regard, we need to rethink about the system and the structure of education we are providing to the present generation. There is a need to empower and prepare teachers as well as the entire education system to build an inclusive educational society for which various social issues must be addressed. The focus must be extended to the children to be equipped with important life skills and rights-based education to prepare them for a better adult life.

India has made rapid progress in improving the education system during the last few decades through various national and international laws, commitments and guidelines emphasizing equitable and sustainable educational opportunities for all. Many innovative and advanced research-based practices in education are emerging day by day. Today there is an immense need for all the educational challenges, provisions and practices to be addressed by the various stakeholders from different disciplines.

The 1st International Conference on the theme, "Be the Difference: Equality and Equity in Education", was organized by the Department of Special Education, SNDT Women's University, Mumbai, to reflect on research and evidence-based practices

across India and outside India. It provided a forum for the varied groups of professionals to examine the need for changes in the present education system and to develop an action plan to promote the equality and equity in education. This International Conference provided a platform for all the stakeholders in the field of education and other disciplines to develop an action plan to create an inclusive educational society. The themes on which academicians deliberated covered a whole range of issues related to teaching learning process.

The pre-conference work shops and symposium are planned on January 16-17 in sync with the the me of the main conference. The work shops are planned with the objective of putting forth some strategies for teachers to implement in their inclusive classrooms. The symposium is organized with the objective to provide a forum for academicians and practitioners to discuss and brain storm solutions to the challenges faced in the education system today.

This conference would not be possible without the support of National Institute for Persons with Multiple Disabilities (NIEPMD) and National Institute for Planning and Administration (NIEPA). Rehabilitation Council of India (RCI) has approved this International Conference with CRE status.

I wish every participant goes back with new learnings and makes a difference in their context of education.

Prof. Sujata Bhan
Head
Department of Special Education
SNDT Women's University



"Be the Difference: Equality and Equity in Education"

**Department of Special Education
SNWT Women's University
Juhu Campus, Mumbai**

Organizes

**1st International Conference in Education
January 18-19, 2019**

PROGRAMME SCHEDULE

| Day 1 | | |
|-------------------------|---------------|---|
| January 18, 2019 | Time | Experts |
| Registration | | 8:30 am to 9:00 am |
| Inauguration | | <i>Chief Guest</i> Prof. Pankaj Chandra VC, Ahmedabad University <i>Presided by</i> Prof. Shashikala Wanjari VC, SNWT WU |
| Guests of Honour | 9:00 am to | Dr. Himangshu Das Director, NIEPMD |
| Welcome Address | 11:00 am | Prof. Sujata Bhan Head, DSE |
| Chief Guest Address | | Prof. Pankaj Chandra |
| Address by the VC | | Prof. Shashikala Wanjari |
| Vote of Thanks | | Dr. Preeti Verma Professor DSE |

| Tea | | 11:00 to 11:15 |
|---|----------------------------|--|
| Keynote Speaker | 11:15 am to 11:45 am | Prof. Richard Rose Issues in Education Globally <i>Chairperson</i> Prof. Anita Julka <i>Co-Chairperson</i> Dr. Himangshu Das <i>Chairperson</i> Prof. Smriti Swarup <i>Invited Speakers</i> Prof. Sudesh Mukhopadhyay Inclusive Education: Potential for Actualizing All SDGs Prof. Jayanti Narayan Inclusive Education: Think Globally, Act Locally Prof. Padma Sarangapani National Curriculum to Realize Sustainable Development Goals Prof. Vibhuti Patel Inclusive Higher Education of Women and SDGs |
| I. Plenary Session: | 11:45 am to 1:15 pm | Education for Sustainable Development |
| Lunch | | 1:15 pm to 2:15 pm |
| II. Plenary session: | 2:15 pm to 3:30 pm | <i>Chairperson</i> Prof. Sujata Bhan <i>Invited Speakers</i> Prof. Anita Julka Home Based Education Dr. Bhushan Punani Inclusive Policies: Implementation Efficacy Dr. Varsha Gathoo SSA: A Reality Check Ms. Kanchan Pamnani Education and Law |
| Policies and Legislations in Education | | |

| Tea <i>3:30 pm to 3:45 pm</i> | | |
|--|------------------------------------|--|
| Concurrent Session I, II and III: | <i>3:45 pm to 5:15 pm</i> | Chairpersons Ms. Sampada Shevde Ms. Apoorva Panshikar Dr. Julia Lindley-Baker |
| Day 2 | | |
| January 19, 2019 | Time | Experts |
| III. Plenary session: Diversity and Inclusive Education | <i>9:00 am to 9:15 am</i> | Ms. Deborah Gleason Children with Multiple Disabilities and Education for All: Together We Can Do This |
| Keynote Speaker | <i>9:15 am to 9:45 am</i> | Prof. Sudesh Mukhopadhyay Making the Difference: Our Roles and Responsibilities Chairperson Prof. Jayanti Narayan Co-Chairperson Dr. Bhushan Punani |
| III. Plenary Session Continues: Diversity and Inclusive Education Inclusive | <i>9:45 am to 11:00 am</i> | Chairperson Prof. Asmita Huddar Invited Speakers Mr. Frank Scarcelli Inclusive Education Practices: The Role of the Leader in Developing and Maintaining Resources Ms. Suzanne Rodricks Setting the Foundation for Education Practices Dr. Radhika Misquitta Inclusive Community Partnerships Ms. Sonali Saini Curriculum Adaption for Inclusion |

| | | |
|--|---------------------------|---|
| Tea | | 11:00 am to 11:15 am |
| Concurrent Session IV, V and VI | 11:15 am to 1:00 pm | Chairpersons Ms. Dolly Chakrabarthy <i>Jt. Sec, (MSJ&E, Government of India)</i> Mr. Frank Scarcelli Mr. Akhil Paul |
| Lunch | | 1:00 pm to 2:00 pm |
| IV. Plenary session: | | Chairperson Prof. Preeti Verma Invited Speakers Dr. Radhike Khanna Developing Advocacy Skills for Parents Prof. Rubina Lal 'Career Education: Creating a Competent Work Force' Dr. Sushma Nagarkar From Dependence to Independence Dr. Shyamala Dalvi The School Called Life |
| Life Skills Education | 2:00 pm to 3:15 pm | |
| Valedictory | | Chief Guest Dr. Aloka Guha Presided by Prof. V.N. Magare Pro VC SNDT WU Guests of Honour Prof. Richard Rose Prof. Jayanthi Narayan |
| Vote of Thanks | 3:15 pm to 4:30 pm | Prof. Sujata Bhan |
| Tea | | 4:30pm to 5:00pm |

Department of Special Education, SNDT Women's University, Juhu Campus,
Mumbai Email: ice.2019sndt@gmail.com, Mb. 9820167470, Ph. 26602307

Contents

Keynote and Plenary Speakers

1. **Issues in Education Globally** 1
Prof. Richard Rose
2. **Making the Difference: Our Roles and Responsibilities** 2
Prof. Sudesh Mukhopadhyay
3. **Inclusive Education in Rural Context: Think Globally, Act Locally** 4
Prof. Jayanthi Narayan
4. **Inclusive Higher Education for Women and SDGs** 5
Prof. Vibhuti Patel
5. **The Role of the Leader in Utilising Intrinsic Motivation and Learning Analytics to Individualise Learning** 7
Frank Scarcelli
6. **Inclusion in Education: Potential for Actualizing All SDGs** 8
Prof. Sudesh Mukhopadhyay
7. **Career Education: Creating a Competent Workforce** 10
Prof. Rubina Shanker Lal
8. **A School Called Life: The Importance of Life Skills** 11
Dr. Shyamala Dalvi

Abstracts of Papers (Subtheme-wise) *Access to Education*

9. **Education for Deafblind through Mainstream Education System (Normal Schooling, NIOS and Samgra Shiksha AbhiYaan - SSA)** 13
Deepak Krishna Sharma & Srinivasan Prasannan
10. **Development and Pilot Testing of Psycho-educational Assessment Tool in Marathi Language** 14
Apoorva Panshikar & Prof. Rubina Lal
11. **Am I Visible to You? Schooling Experiences of Children with Disability** 15
Khushboo Saini
12. **Inclusion in India and Response to Intervention** 16
Kanchana Roy
13. **Trans-Disciplinary Approach in Respect of Special Education** 17
G.Ananthi

Diversity and Inclusive Education

14. **Diversity and Inclusive Learning in Arya Vidya Mandir** 18
Damanjit Kaur Sabherwal
15. **Inclusive Strategies in Indian Government Schools: A Short Study
in a Primary School (First Grade) in Bengaluru, India** 19
Vedalakshmi Venkatesh & Johnson Jament
16. **Inclusive Education Practices at Pre-School Level:
From Rational to Reality** 20
Poonam Mishra
17. **Role of General Educators in Educating Children with
Intellectual Disabilities in Inclusive Set Ups** 21
Fr. Baiju Thomas & Dr. Saumya Chandra
18. **A Whole School Approach to Implementing Inclusive Education:
A Pilot Study** 22
Giselle Lobo, Dr. Nandita de Souza, Rani Venatt & Madhura Manerikar
19. **Inclusion of children with ASD: Attitudes & Needs of Teachers** 23
Nishat Imam, Shoba Srivastava & Rashna Sadri
20. **Status of Awareness and Education Among the Persons with
Disabilities in Sundarbans Delta Regions of West Bengal** 25
Dr. Sohini Ghosh Hazra
21. **Effect of Training in UDL on Teachers' Knowledge and Skills** 26
Aashna Khurana & Apoorva Panshikar
22. **Facilitators and Barriers to Educational Access for Children
with Developmental Disabilities in Mainstream Schools
in Mumbai** 27
Ambika Devi & Prof. Sujata Bhan
23. **Differentiated Instruction-Handling Diverse Learners in an
Inclusive Class** 28
Parul Banga
24. **Appreciating Diversity Through Literature: Experiences
with kindergartners** 29
Fariha Siddiqui
25. **A Study on the Parental Involvement in the Education of
Children with Intellectual Disability** 30
Larisa Nonspung & Prof. Sujata Bhan
26. **Study of Perceptions of Teachers and Challenges in the
Implementation of Co-Teaching in Inclusive Schools** 32
Jyoti V. Kharat & Prof. Preeti Verma

27. **Enhancing Reflective Thinking, Epistemological Beliefs and Attitude Towards Inclusion in Mainstream Teachers** 33
Deepshikha Mathur & Prof. Preeti Verma
28. **Movement Based Programs as a Support to Enhance Participation and Performance of Students in the Inclusive Classroom** 34
Betty Abraham
29. **Addressing Behavioural Concerns** 35
Prerna Dharamdasani

Education for Sustainable Development

30. **Skilling & Transition** 36
Dr. K. Balabaskar
31. **Early Childhood Special Education** 37
Shobha N. Odunavar
32. **Socio-Emotional Skills of Children with Learning Disability and its Relationship with their Academic Achievement** 38
Payal Maheshwari & Brindavan Maheswari
33. **Vocational Education Key Role in Sustained Development of Adults with Deafblindness** 39
Kanu Priya & Reflino Fernandes
34. **Development of a Person Centred Transition Plan for an Adolescent with Mild Intellectual Disability** 40
Kanika Manral & Prof. Preeti Verma
35. **The Importance of On-going Counselling in the Vocational Rehabilitation of Individuals with Special Needs** 41
Charumathi Sriram
36. **Education for Sustainable Development** 42
Anuradha Patpatia
37. **Significance of Prevocational Training for Special Needs Children** 43
Shalini Fernandes, Rekha Sharma, Anushka Vanvari, Prajakta Madkaikar & Surekha Jadhav

Gender Equality

38. **Effect of Gender Issues and the Attitude of Parents Towards Inclusion Among Girls with Intellectual Disability** 44
Dr. R. Jamuna

39. **Women with Disabilities in India: Addressing Exclusion and Strategies for Social Inclusion** 45
Dr. Krishna Prasad Gogoi
40. **Gender Discrimination: Burning Issue in Sports** 46
Dr. Sushama Narayan Chougule & Dr. Sandeep Sadashivrao Shinde

Pedagogic Innovation

41. **Models and Best Practices for Education of Children with Severe and Multiple Disabilities** 47
Dr. Himangshu Das
42. **Peer Mediated Support Strategies for Children with Disabilities** 48
Srishti Shah
43. **Curriculum Adaptation for Inclusive Education of Students with Deafblindness and Practices** 49
Rashmikant Mishra & Manjinder Singh
44. **Being Connected is the Key** 50
Sweet Syiemiong
45. **Methods and Approaches for Teaching English Language** 51
Neeti Nagarkar & Jasmeet Arora
46. **Strategy Training in Maths for Students with Learning Difficulties** 52
Ushma Betai & Apoorva Panshikar
47. **Tactile Thoughts for the Blind** 53
Fatane Amiri

Technology in Teaching and Learning

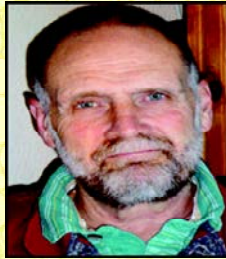
48. **Use of Technology to Enhance Teaching and Learning at Arya VidyaMandir** 54
Latika Nidre
49. **Use of Technology for Equity in Education** 55
Shoba Sriram
50. **ICT: A New Vista Towards Inclusive Practices** 56
Antara Choudhury
51. **Assistive Technology: Real Inclusion** 57
Yukti Gupta

52. **A Milestone - Inclusion within the Rural Corridor
(Through Teacher Training)** 58
Anshu Agarwal
53. **Performance Evaluation of University Teachers Using Data
Mining Approach** 59
Swati Meshram
54. **Measuring Learning Gain in Web 2.0 Age** 60
Dr. Anita Chaware

Miscellaneous

55. **Interrelationship between Levels of Emotional Intelligence (EI),
Quality of Life (QOL) and Stress of Mothers of Children with
Intellectual Disability (ID)** 61
Khyati Sampat & Payal Maheshwari

KEYNOTE AND PLENARY SPEAKERS



Issues in Education Globally

Prof. Richard Rose

University of Northampton

ABSTRACT

International imperatives have driven an educational agenda which aims to ensure greater inclusion and equity for all children. Governments across the world have responded to international agreements by developing policies which are intended to stimulate further actions for the development of education. Much can be learned from the approaches adopted in many countries; however, a fragmented approach to ensuring equality of opportunity can be seen to have inhibited progress and has limited the progress made to date. In this presentation I argue for a more holistic approach to educational development which challenges the factionalised approaches that are evident in much of the world. The session will finish by identifying three specific challenges for those responsible for the development and implementation of education policy at both national and local levels.



Making the Difference: Our Roles and Responsibilities

Prof. Sudesh Mukhopadhyay

Former Chairperson, RCI & Professor NIEPA

ABSTRACT

The Keynote address deliberates on *Making the Difference: Our Roles and Responsibilities*; What Each of Us can contribute to this Sustainability Vision by what is said in the Proverb: Charity Begins at Home.

“I, We, You and They” is to be the approach to initiate Action. Inclusion and Exclusion are the generic terms to represent our intentions and Commitments.

We need to change our assumption that people being ignorant; do not value education, and cannot differentiate in good quality and bad quality education. Our experience of implementing basic education programmes has indicated differently; as may be the case of our neighbouring countries as well countries of the region as well. The high rate of non-participation in schooling is now attributed more to the inadequacies in supply of education rather than the ignorance of the people. International Conference on Inclusive Education of November 2008 at Geneva indicated that disabled people value education as an opportunity for quality life; but all expect good quality and relevant education. Long back a survey in India by a non-government agency (e.g., PROBE, 1999) have revealed, that there does exist huge demand for education; even poor illiterate parents living in rural areas, want education for their children, including for their girl children. This is true even with respect to minorities.

There can be many more assumptions that need to be challenged but of significant importance is related to “public” education being bad and poor quality and ‘private’ being the best. It is increasingly argued, particularly in the current global wave of privatization and marketization, that the responsibility of education can be left to the private sector and that the State can save its scarce resources

and efforts for other activities. Though education has traditionally been a responsibility of the governments in most modern civilized societies, governments in developing countries began looking towards private sector for promotion of education in the recent years. We need to be very careful as I have already mentioned that commercial interests can lead to many disadvantages for the planet Earth and humanity. Social good is as important as is the individual good.

Way forward is dialogue, careful planning, informed decision making and transparency. The bottom -up approach is important in democracies and collective decision making but top to bottom approach for accountability, truthfulness and ethical consideration is the backbone of the total system otherwise we will crumble as a world community. Let me share with you that we have become so used to certain things that we no longer notice these. Hence; our first responsibility is to see beyond and start being proactive.

So what can we do to MAKE The DIFFERENCE? Let us explore together to be Lifelong Learners; Adopt/ Apply UDL as an empowering process for ALL CHILDREN and even for ourselves; Believe, Recognize and Respect All; Be a Game Changer and Learn to be Responsive and not Prescriptive



Inclusive Education in Rural Context: Think Globally, Act Locally

Prof. Jayanthi Narayan

Former DY. Director, NIMH (Now NIEPID)

*Visiting Professor,
Inclusive Education*

University of Northampton, UK

ABSTRACT

India has always been an inclusive society. Persons with disabilities stayed with their families. World over, various mandates and legislations have directed the focus on inclusive education. As a country with over seventy percent of the population living in rural areas in India, the current thinking and practices on inclusive education need to be adapted to suit the local culture and living style. Western concept has to be understood in the context of rural India to be meaningful to modify the educational programmes, by accommodating for the socio, cultural, linguistic, economic and geographical variations and the strengths in the local systems. The traditional livelihood skills handed down in each community to the next generation are learnt by person having disabilities too and the formal curriculum should include these skills alongside the literacy and numeracy skills. In most communities, the children with disabilities are naturally included and such practices must be preserved. The abilities in them need to be brought out to enable them to be productive members of the society. All these need sensitive planning and teacher preparation. The existing regular and special teacher education programmes in India need to be relooked to create a role clarity for the special and regular educators, keeping in mind the local lifestyles and the needs. The details are discussed in the presentation.



Inclusive Higher Education for Women and SDGs

Prof. Vibhuti Patel

*Advanced Centre for Women's Studies, SDS,
Tata Institute of Social Sciences (TISS), Mumbai-88*

ABSTRACT

Gender gap in higher education is very high in India in spite of higher growth rate of the Indian Economy in the 21st century. Privatisation of higher education has made it unaffordable to large proportion of low income households. Parents invest in boy's higher education but spending for higher education of girls is considered to be less priority in the household budgets. Ghettoisation of girls and women in Arts and Commerce reduces their bargaining power for career opportunities. In this context, Gender responsive budgeting in higher education become a need of an hour.

Quality education is one of 17 Global **Goals** that make up the 2030 Agenda for **Sustainable Development**. Goal 4 on Quality Education promises to provide equal access to lifelong learning, affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education. It has been an uphill task to bridge the gender gap in education at all levels-primary, secondary and higher education.

When it comes to women's empowerment within higher education three main factors are vital: societal attitudes to women which discourage their participation in decision-making, their lower enrolments in higher education to date (although here, patterns are rapidly changing in all regions) and the absence of a gender dimension in the higher education curriculum. Women will certainly not accede to leadership posts in higher education or in society in greater numbers until these issues are addressed.

UNESCO/Commonwealth Secretariat study on "*Women in Higher Education Management*" identified the principal barriers that hamper women in higher education are limited access to education, especially higher education;

discriminatory appointment and promotion practices; the stresses of dual family and professional roles; family attitudes; career interruptions; cultural stereotyping; alienation from the male culture and continued resistance to women in management positions; propagation of the glass ceiling syndrome which privileges covert criteria for advancement; absence of adequate policies and legislation to ensure the participation of women.

According to National Higher Education Mission of Ministry of Human Resource Development, GoI in the higher education system of India, "Gross Enrollment Ratio (GER) is only 19.4%¹ this means that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions. In addition to very low access to higher education in general, there are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9% while that for females is only 16.5%." (RUSA, 2013).

The state must provide women with solid foundation in mathematics and science subjects; discourage the system of tracking students into arts and science streams at the second level of education, provide childcare facilities at the institution of higher learning. In situations where particular fields of study have to be pursued in another country, create special funding for married women so that their spouses can accompany them; provide a means through which the issues of gender inequality can be addressed both formally and informally, at all levels of society. Decision-making role of women in higher education as also in the larger polity around needs to be guarded and nurtured for all women so that women can make themselves heard as a public voice of judgment - heard by both men and women; Expansion of gender dimension in educational curriculum - not only in higher education but all levels, and particularly in science and technology curriculum - should be meant for the public domain of judgment, of both men and women alike. To enhance access of women to higher education, positive discrimination in their favour is called for in general; emancipation of the subaltern women requires a priority over public protection of the elite women's interests. Gender responsive budgeting in higher education is need of an hour.



The Role of the Leader in Utilising Intrinsic Motivation and Learning Analytics to Individualise Learning

Frank Scarcelli

M.Ed.-School Administration

Head of School, Dubai Scholars Private School, Dubai

ABSTRACT

This paper will consider the role of the leader in creating a learning community that is accessible to all learners. Specifically, how Dubai Scholars Private School uses Intrinsic Motivation and Learning Analytics as essential tools, in the creation of an environment that fosters individualized learning, for each and every child.

The premise being that only when all learners in the community are equal and equitable, regardless of age, gender and intellectual ability, can leaders say that they truly are able to make difference.



Inclusion in Education: Potential for Actualizing All SDGs

Prof. Sudesh Mukhopadhyay

Former Chairperson, RCI & Professor NIEPA

ABSTRACT

The Plenary session takes stock of the evolving process of present SDGs over few decades and also focusing on Education as the main vehicle to reach these goals. It is important to note that SDGs are in essence about Sustainability that we provide by being conscious of What we are doing today and how it will impact our tomorrow as well as the coming generations; hence a learning/education for each of us to Reflect & Act and think beyond Self and Now. Needless to say, SDGs are the result of UNESCO's continuous involvement in this evolving process and it also continues to be the THINK tank across all boundaries and source of all documentation. Inclusion in Education has been the key word to represent elimination of discrimination and being responsive to all diversities of learners. On 25 September 2015, the 193 countries of the UN General Assembly adopted the 2030 Development Agenda titled "Transforming our world: the 2030 Agenda for Sustainable Development". This agenda has 92 paragraphs. Paragraph 51 outlines the 17 Sustainable Development Goals and the associated 169 targets.

Implementation of the SDGs started worldwide in 2016. This process can also be called "Localizing the SDGs". All over the planet, individual people, universities, governments and institutions and organizations of all kinds work on several goals at the same time. In each country, governments must translate the goals into national legislation, develop a plan of action, establish budgets and at the same time be open to and actively search for partners. Poor countries need the support of rich countries and coordination at the international level is crucial. NITI Aayog in India is responsible to attain the sustainable development goals.

I am happy for the Theme of this international conference: **Be the Difference: Equality and Equity in Education**; as it gives me an opportunity to talk about Equality and Equity in larger context of PEOPLE as well as what we aspire for Sustainable Development. **Inclusion is a Process of Addressing Exclusion.** In an era of globalization and technological advances with increased connectivity as well as sharing concerns that are global in nature but action required is very much locale specific. Many Provisions and Acts across the World especially post 1990s starting with Education For All (EFA) for example Sarva Shiksha Abhiyan in India and others abroad; such as No Child Left Behind(NCLB, 2002, USA), the Individuals with Disabilities Education Act (IDEA,2004, USA), Equality Act (2010,UK) and Rights Of Persons with Disabilities (RPWD Act 2016, India)have been calling upon the systems to Include All and to End Exclusion. But the fact is that even after Conventions on Child Rights, Human Rights and even United Nations Convention on Rights of Persons with Disabilities (UNCRPD); there is a growing concern about the groups of children who are excluded from education...It is a known fact that Children with Disabilities are the most disadvantaged cross the Globe. **Inclusion is seen as a process to overcome the Exclusionary Processes . It has a potential to address not only the SDG 4 on Education but many more SDGs as indicated by UN on December 3, 2018;**

“Societies will never achieve the SDGs without the full participation of everyone, including people with disabilities. We cannot afford to ignore or marginalize the contributions of 1.5 billion people,” said UN Secretary-General António Guterres earlier this year. Yet, in many countries, essential services for persons with disabilities are unavailable, or of poor quality. Data also show that poverty rates are on average 15 percentage points higher for persons with disabilities. These new numbers – connecting persons with disabilities with the 17 sustainable development goals – will be released by UN DESA in the first report of its kind, “Realizing the SDGs by, for and with persons with disabilities,” to be launched on the International Day of Persons with Disabilities on 3 December 2018.



Career Education: Creating a Competent Workforce

Prof. Rubina Shanker Lal

*Principal, Suvidya Centre of Special Education
(University of Mumbai), Mumbai*

ABSTRACT

Work is a fundamental and an essential component of our lives and is a crucial aspect of how society identifies us. Work is central to meeting the human needs for survival, social connectivity, self-determination, and well-being. As gainful employment and independent living are still a challenge for persons with disability, it is critical that rehabilitation professionals develop a career education program that focuses on life and job related skills. This paper presents self-efficacy belief, outcome expectation, personal goals, and social support and barriers as key variables in career education that affect vocational interest, career exploration, and work status of a person with disability. Career education is a process in transition of a student with disability from school to post-school environment. Career education program should aim at successful acquisition of job-related skills and core life skills. A collaborative approach among key service providers would lead to positive life outcome for workers with disability. Adequate planning, providing opportunity, support, resources, and evaluation by the rehabilitation team would result in building a viable and competent workforce. The role and responsibility of encouraging and supporting workers with disability lies with employers.

Keywords: career education, transition, and persons with disability



A School Called Life: The Importance of Life Skills

Dr. Shyamala Dalvi

Educational Consultant

ABSTRACT

'Education is not preparation for life, Education is life itself'

John Dewey

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. A school should be a place where this ability grows or gets nurtured. School experiences must allow children to build opinions and have points of view on things in life; they must learn the ability to reason, question and make decisions. Yet our school system translates all these expectations into passing examinations and getting ranks. The student is gauged on his/her ability to score marks, and not so much about how he/she will take care of himself in life, or how he/she will be able to solve problems without an adult supervising. It is expected that by passing examinations one will be successful in life. In such a scenario, it becomes even more difficult to cater to children with special needs, who need an education system tailored to meet their specific requirements, a system which teaches them not only to pass exams but also to adapt/adjust/apply all those learnings in everyday life. Instead of designing such a system for them, they are expected to cope with the pressures of adjusting in regular schools, which makes them miss out on essential life learnings. Another problem plaguing the system is the immense disparity between schools for CWSN and regular schools- while the special schools focus primarily on life skills, regular schools focus completely on academics. It is time to change !!



NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (DIVYANGJAN)

(Dept. of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India)

(Accredited by NAAC)

ECR, Muttuadu, Kovalam Post, Chennai – 603 112. Phone: 044-27472423/27472104,
Website: www.niepmd.tn.nic.in, Email:niepmd@gmail.com Toll Free No: 18004250345



Services Offered

- Physical Medicine & Rehabilitation
- Early Intervention
- Physiotherapy
- Occupational Therapy
- Special Education
- Skill Development Program
- Parent Empowerment program
- NIOS*
- Sensory Integration therapy
- Psychology Intervention
- Speech & Hearing Intervention
- Adult Independent Living program
- Guidance & Counselling
- Inclusive Preparatory School
- Model School
- Prosthetic & orthotic services
- Mobile service & CBR programs
- Distribution of Aids and appliances
- Family Cottage Services
- Short Term Training Program
- Outreach & extension services
- Documentation and Dissemination
- Toll - Free Helpline
- Respite care services
- CBR
- Placement Cell
- Transport Services

Courses Offered

- CCCG (A Level) - NT
 - CCCG (B Level) - NT
 - D.Ed.Spl.Edn(ASD)
 - D.Ed.Spl.Edn(MD)
 - D.Ed.Spl.Edn(DB)
 - D.Ed.Spl.Edn (CP)
 - B.P.T
 - B.Ed.Spl.Edn(MD)
 - B.Ed.Spl.Edn(ASD)
 - B.Ed.Spl.Edn(DB)
 - M.Ed.Spl.Edn(MD)
 - M.Ed.Spl.Edn(ASD)
 - M.Phil (Clinical Psychology)
 - PGDDT (MD: P&N)
 - PGDEI
 - BOT
 - B.ASLP
 - CCCG-RCI
 - Ph.D.(Disability Studies)*
 - M.A. (Social Work - Disability studies)*
- (* Awaiting for affiliation)

ACCESS TO EDUCATION

Education for Deafblind through Mainstream Education System (Normal Schooling, NIOS and Samgra Shiksha AbhiYaan - SSA)

Deepak Krishna Sharma

Sense International, New Delhi

Srinivasan Prasannan

Sense International India, Chennai

ABSTRACT

Deafblindness is one of the most isolating disabling condition in which student is having difficulties in seeing and hearing, combination of these sensory losses creates complications in accessing education, communicating and hampers movement in daily lives of persons with deafblindness. Inclusion in education for student with deafblindness is very difficult because of the lack of human resources, innovations and technologies. Sense India is promoting inclusion in education through its 60 partners in 23 states. India is rich in terms of diversity and there are many education boards which are facilitating education at state and central level which follow government systems. There are very less number of available resources which cater person with disabilities, paper is aiming to provide facts and figures of persons with deafblindness who are accessing education through i.e. National Institute of Open Schooling (NIOS), SSA, and Regular Schooling. In addition to that paper also provide author's viewpoint on the education resources available in India for persons with deafblindness and current scenario of education systems. Paper will also showcase some impact case stories of children with deafblindness who are getting education and passed out in flying colors through the above mentioned modes. Paper will also focus on positives and negatives faced by children with deafblindness in these existing education systems.

Keywords: Education for Deafblind, NIOS, SSA, Mainstream education, Curriculum Adaptation.

Development and Pilot Testing of Psycho-educational Assessment Tool in Marathi Language

Apoorva Panshikar

Asst. Professor, Department of Special Education, SNTD Women's University, Mumbai

Prof. Rubina Lal

Principal, Suvaidya Center of Special Education, Mumbai

ABSTRACT

An inclusive classroom is characterized by efforts made to reach out to each and every child in the class irrespective of the nature of diverse needs. The conduct of appropriate assessment is required for ensuring that the students learning needs are ascertained and then they can avail of the right supportsthey warrantto access educational opportunities in the classroom. Existing literature has revealed that there is a need to use fair and appropriate assessment tools for students studying in Marathi medium schools. Psycho-educational tools in English language and tools that are developed and standardized on non-Marathi school population cannot be considered to be valid instruments for students in Marathi medium schools. The developed Psycho-educational Assessment Tool in Marathi Language (PAT- ML) is a battery of 10 tests; eight tests assess the student's level of processing auditory and visually presented information and two tests (reading and spelling) give information about the achievement in academic areas. Some tests are timed tests, and some are untimed.The PAT-ML is developed for students from grade 3 through grade 8 attending Marathi medium schools.

The current paper discusses the methodology of test development employed in developing PAT-ML and pilot-testing it. The PAT-ML was pilot tested on 20 students from each grade level (total sample size 120) and data analysis indicated that PAT-ML is a valid and reliable tool.

Key Words: Test Development, Psycho-educational Tool, Marathi medium

Am I Visible to You? Schooling Experiences of Children with Disability

Khushboo Saini

*Ph.D Scholar
Central Institute of Education
University of Delhi*

ABSTRACT

Disability is a complex construct. Definitions of disability are subject to change due to evolving legal, political and social discourses and there is no single universally accepted definition of disability. Various structural factors such as caste, gender, religion, socio economic status intersect at multiple junctures leading to varied individual experiences for persons with disability especially children. A recent statistics by the World Bank shows that children with disability are five times more likely to be out of school than children belonging to scheduled castes or scheduled tribes (SC or ST). Moreover, when children with disability do attend school they rarely progress beyond the primary level, leading ultimately to lower employment chances and poverty in later life. In such a scenario, it becomes imperative to study the schooling experiences of these children to understand what leads to this early drop out. Under the RTE policy, all children irrespective of any discrimination must receive education, in inclusive settings. But it is a grave matter that education and schooling does not reach all equally.

Acknowledging the fact that children with disability are either out of school or have early drop outs the present paper attempts to understand everyday experiences of children with disability through case studies of three children with disability attending a Delhi Government school. The paper explores the role of school administration, teachers and parents in education of these children. The pattern of inclusion and exclusion of these children has been studied through school observations and teachers interaction. The paper attempts to highlight factors that may make the schooling experiences and educational journey of children with disability not so pleasant.

Keywords: Children with disability, everyday experiences, school, teachers, parents.

Inclusion in India and Response to Intervention

Kanchana Roy

*Assistant Professor
Department of Special Education
SNDT Women's University, Mumbai*

ABSTRACT

India, in the last few decades has taken various measures to bring in inclusion in the education system. While there has been significant improvement in certain aspects, there is always a need to build a strong inclusive education system in the country. Response to Intervention is a systematic, data-driven, multi-tier approach used in the United States to provide services and support to struggling learners at increasing levels of intensity. All the States in the US have implemented Response to Intervention in some form or other. Response to Intervention approach works toward early identification and support of students with learning and behaviour needs in a general classroom environment. It is a proactive approach intended to channelize educational resources towards delivery and evaluation of instructions. This paper attempts to look at whether the Response to Intervention approach if put into practice in India will help her move inches closer towards an inclusive education system. It also tries to identify the reasons that may justify the use of this approach. Most importantly, this paper also attempts to highlight many challenges that need to be addressed while using this approach in India.

Trans-Disciplinary Approach in Respect of Special Education

G. Ananthi

*Assistant Professor in Special Education
NIEPMD, Govt of India*

ABSTRACT

In the UNESCO Revision of the International Standard Classification of Education (2011), Special Education Needs are defined as 'Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support' (UNESCO). Trans-disciplinary approach is an approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of reality. The trans-disciplinary team approach is a family-centered process for supporting families of children with disabilities. In this approach, one member (special educator) of an identified multidisciplinary team is selected as the lead interventionist and receives training from other team members as prescribed. In other words trans-disciplinary team is one in which members come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to the specific problems of children. The team most consists of physiotherapist, occupational therapist, speech language pathologist and special educators. They streamline the education & training and to support the achievement of its fundamental purpose of preparing for integration in real social life. The ultimate goal of education is that children understand and learn how to live beautifully in a pluralistic, complex world, with many uncertainties, and through the trans-disciplinary approach of the curriculum we attempt to provide support to such expectations. In this context the investigator aims to present the trans-disciplinary activities in special educational services especially for children with Multiple Disabilities.

Keywords: Trans-disciplinary approach, trans disciplinary team, special education, activities and multiple disabilities

DIVERSITY AND INCLUSIVE EDUCATION

Diversity and Inclusive Learning in Arya Vidya Mandir

Damanjit Kaur Sabherwal

Arya Vidya Mandir, Mumbai

ABSTRACT

Each child, being unique, has diverse needs. We at Arya Vidya Mandir (AVM) acknowledge socio-cultural, linguistic and cognitive variations impacting classroom learning and behaviour. Therefore, the thrust of education at AVM is necessarily to provide holistic development based on students' individual capabilities and needs. The AVM management is always involved in upgrading skills of the teachers and staff. Principals and teachers are encouraged to employ these innovations to provide a conducive learning environment for all learners.

Culture of inclusion is observed in the whole school system. There is no screening procedure before admission. Integrating technology and personalised attention, teachers strive to enhance students' academic, social and emotional skills. Implementation of activity based methodology, project based learning and Need Based Learning Programme has facilitated student academic performance. Dance Movement therapy and life skill training to all students have helped to enhance social and emotional skills. Anti-bullying squads (VR4U) under teacher supervision create a safe environment for all. Peer buddies assist students facing challenges.

Teachers, parents and the school resource team work in close co-operation. Activities like Interactive Meetings and Tell-Me-More focus on strengthening relationship between all those concerned with the child's welfare. Teachers are trained to understand and identify specific needs of children without labelling them, so that special attention is given while teaching. Need based accommodations are given during assessment.

Our challenge lies in making parents understand and accept needs of their child and believing in their potential.

Inclusive Strategies in Indian Government Schools: A Short Study in a Primary School (First Grade) in Bengaluru, India

Vedalakshmi Venkatesh

Student, M.A.

*Special Education Needs and Inclusion at Brindavan
Education Center, University of Northampton, UK*

Johnson Jament

Lecturer, MA Programme in India, University of Northampton, UK

ABSTRACT

This paper describes a pilot study on implementation of strategies for creation of an inclusive learning environment in a first-grade government school classroom in a large Indian city. These strategies were implemented by using everyday objects that were inexpensive and widely available in the home and school context of the learners. Most of the children were from disadvantaged families with little or no support from the home for literacy. Behaviour Alteration Techniques were used to create compliance in the classroom, while multisensory methods were used to teach English sight-word reading to the children. The pilot study showed that the inclusive strategies used were effective in getting the students engaged in the learning process. Fifteen out of the twenty students achieved their learning goals. Some factors that might have helped this outcome have been discussed.

Inclusive Education Practices at Pre-School Level: From Rational to Reality

Poonam Mishra

*Assistant Professor, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

Preschools, in the present era, are the place to provide maximum enrichment, exposure for learning and development to children during their early childhood years. Ironically, children with disabilities, being a disadvantaged group in our society, often spend their early childhood age either at home or attending special schools in which they are deprived of being in a natural environment where they can learn things along with their typically developing peers. Preschool Inclusive education practices in this regard came out as a philosophy to promote equal access to education and full participation in everyday activities in mainstream education. It is evident that high quality inclusion can help young children gains that are not only visible during preschool but also realized much later in life. Even though there is major shift in policies and legislation at national and international level, paradoxically, children with disabilities in regular schools across states are still facing serious challenges in achieving their educational and developmental objectives. In this regard, the present study has been conducted with an objective to examine the current inclusive education practices at preschool level. The study undertaken follows a descriptive research design. Survey method has been used for the data collection. Snowball sampling under purposive sampling technique has been applied to select 60 administrative heads of preschools from different parts of Mumbai, Thane and Raigad District. Tool has been developed in the form of Questionnaire and data were analyzed using appropriate statistical analysis. Results and conclusion has been discussed in the study.

Keywords: Preschool Education, Disability, Inclusive Education.

Role of General Educators in Educating Children with Intellectual Disabilities in Inclusive Set Ups

Fr. Baiju Thomas

Student, M.Ed Special Education, FDMSE, RKMVU, Coimbatore

Dr. Saumya Chandra

Assistant Professor, FDMSE, RKMVU, Coimbatore

ABSTRACT

The aim of this study is to bring out the significant roles and responsibilities of general educators in educating children with intellectual disabilities in inclusive set ups. Inclusive education is normally measured into a multi-dimensional concept that contains the celebration and valuing of different and diversity, deliberation of human rights, social justice and equity issues, as well as of a social model of disability and socio-political model of education. It is also demands the development of school transformation and a focus on children's privileges and right to education {Kozleshi et al., 2011; Loreman et al., 2011}. It was the Salamanca framework for Action that demands governments and to ensure schools to accommodate all children regardless of their physical, Intellectual, social, emotional, linguistic or other condition (Salamanca, 1994). In almost every nation, inclusive education has appeared as one of the most prevailing issues in the education of children with special education needs. Inclusive education has recognized as a movement to challenge existing policies practices and has gained ground over the past decade to become preferred adapted strategies in expressing the educational needs of all students in regular schools. Inclusive education recommends to general educators to accept the responsibility for creating schools into a holistic environment where all children can learn and feel they belong. In this regard general teachers are playing vital role in prosperity, participation and reducing under achievement, mainly with children intellectual disabilities might have difficulties in learning. This study provides a comprehensive level of goals in inclusive education and evolving role of general educators in educating children with intellectual disabilities in inclusive set up.

Keywords: Inclusion, general educators, adaptation, intellectual disability.

A Whole School Approach to Implementing Inclusive Education: A Pilot Study

Giselle Lobo

*Head of Inclusive Education, Sethu Centre for Child Development & Family Guidance
Ph.D. Scholar, Department of Special Education, SNDT Women's University*

Dr. Nandita de Souza

Pediatrician and Director, Sethu Centre for Child Development & Family Guidance

Rani Venatt

Senior Special Educator, Sethu Centre for Child Development & Family Guidance

Madhura Manerikar

Junior Special Educator, Sethu Centre for Child Development & Family Guidance

ABSTRACT

This study presents the results of using a whole school approach in implementing inclusive education in 8 preschools in the state of Goa. Currently the approach to developing inclusive education in schools has focused on providing teachers with training without involving the schools as a whole. The whole school approach involved training teachers and principals in a series of workshops over the period of a year with the aim of bringing about changes in school philosophy, policy and practices. The principals attended three sessions which oriented them to the aims of the program as well as highlighted their leadership role in bringing inclusive education to their school. The teachers attended 8 full day training workshops on topics which were considered to be of importance to preschools teachers in helping them to include children with special needs in their classes. These topics were selected based on current research as well as input from the principals and teachers. In addition the training was followed up with a year of mentorship for the teachers and schools that participated in the program. The mentoring program aimed at helping teachers consolidate and implement what they had learned in their training program. The outcome of this training program has provided the researchers with valuable insights as to the realities of implementing inclusive education at the preschool level.

Inclusion of children with ASD: Attitudes & Needs of Teachers

Nishat Imam

*Asst. Professor, Suvidya Centre of Special Education, (Managed by SOPAN)
Mumbai University*

Shoba Srivastava

*Faculty, Suvidya Centre of Special Education, (Managed by SOPAN)
Mumbai University*

Rashna Sadri

*Asst. Professor, Suvidya Centre of Special Education, (Managed by SOPAN)
Mumbai University*

ABSTRACT

Inclusion is a process where mainstream schools transform so that all children are supported to meet their academic and social potential at all levels (Inclusion 2009). The right to Education Act (2010) and The Rights of Persons with Disability Act (2016) mandate educational and social inclusion. However, the successful implementation of any inclusive policy is largely dependent on educators approach being positive about it.

This paper reviews this large body of research and in doing so, explores a host of factors that might impact upon teacher acceptance of the inclusion principle with special focus on children with autism. Although there are no estimates of prevalence of autism in India, schools have reported an increase in the enrolment of children with autism.

Objective: The purpose of the research is

1. To study the knowledge and awareness levels of teachers for children with autism
2. To study the attitudes of teachers towards inclusion of children with autism
3. To assess the needs of teachers in regular schools
4. To compare the needs of teachers in schools following different boards.

Methodology: It is a descriptive research based on a questionnaire having a Likert type of rating scale prepared by the investigator with 14 questions (N=232).

The data has been analyzed using percentage analysis for each question. The questions measure the knowledge and awareness about autism, attitude towards inclusion and needs of teachers.

Result: The results indicate high awareness levels and positivity in the attitude towards inclusion. The results also indicate a very high need to have training programs since there is a paucity.

Findings: There is an acceptance towards inclusion of children with autism which reflects a positive attitude but at the same time teacher education programs have not really prepared them to include children with autism academically and socially in their classrooms.

Keywords: inclusion, mainstream, teachers, attitude, needs assessment.

Status of Awareness and Education Among the Persons with Disabilities in Sundarbans Delta Regions of West Bengal

Dr Sohini Ghosh Hazra

*Coordinator & Assistant Professor, Department of Disability Studies,
Rabindra Bharati University, Kolkata*

ABSTRACT

The major aim of the present study was to find out the status of the people with disabilities (PwDs) in terms of their awareness about their rights and education levels in the *Sundarban* Delta Region which is mostly isolated from the main land of West Bengal. Present study has been designed to explore four objectives - (i) to know the level of awareness of PwDs about the Government facilities available for them; (ii) to find out the level of education availed by PwDs and (iii) to understand the problems as perceived by the PwDs in availing their rights in the society and (iv) to understand the level of struggles of PwDs to lead a self-dependent lives. A total sample of 399 PwDs (147 male and 152 female) from four administrative blocks of *Subdarban* Delta region of Southern West Bengal was purposively drawn for the present study. A rating scale was developed by the researcher to assess their awareness about the scopes available for them and their levels of education. It was found a mixed finding. Almost two-third PwDs were found aware about the facilities available for them, but their education levels were found very poor, only one-third PwDs were found aware about their rights in the society and gradually they are becoming more and more self-dependent with very positive attitude.

Effect of Training in UDL on Teachers' Knowledge and Skills

Aashna Khurana

*M.Ed. Spl. Ed., Semester IV, Department of Special Education
SNDT Women's University, Mumbai*

Apoorva Panshikar

*Assistant Professor, Department of Special Education
SNDT Women's University, Mumbai*

ABSTRACT

With an increase in enrolment of academically and culturally diverse student populations in educational institutions, it is becoming crucial for educators to have knowledge of proactive planning and delivery of instructions so that it caters to broadest possible array of children. Universal Design for Learning (UDL) has the potential to improve the quality of teaching, and learning for all students by promoting inclusive and equitable instructional practices. The purpose of this quantitative study was to measure the extent of effectiveness of the training provided to teachers on UDL and see its effect on the knowledge and skills of the teachers. Eleven teachers from 7 schools participated in the study; who were introduced to the UDL framework in a 6-hour long training session. A sample of these 11 teachers was evaluated; using a valid UDL Classroom Observation Checklist, for their ability to incorporate UDL based practices in their instructions. Data was collected before the intervention and after the intervention.

A Wilcoxon Signed Test was conducted comparing pretreatment and post-treatment scores of teachers' knowledge of UDL and instructional planning skills. The results showed a significant difference in teachers' knowledge of UDL following training in UDL. Further, participants demonstrated application of UDL principles in instructional planning to make instructions inclusive, effective and beneficial for all the learners. The results of this study contributed to the knowledge that there is need for improved teacher training and professional development to provide learners meaningful and lifelong learning experiences for maximization of their learning.

Keywords: Universal Design for Learning, Teacher Training, Inclusion, Instructional Planning.

Facilitators and Barriers to Educational Access for Children with Developmental Disabilities in Mainstream Schools in Mumbai

Ambika Devi

Department of Special Education, SNDT Women's University, Mumbai

Prof. Sujata Bhan

Head, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

We examined the status of inclusive practices in mainstream elementary schools of BrihanMumbai Municipal Corporation (BMC), Mumbai. We gathered data from 50 schools. A total of 112 professionals participated, which included 50 principals, 50 regular-education teachers, and 12 special education teachers. The professionals provided special education services to elementary students including children with developmental disabilities (CWDD) aged between 4-13 years were selected. Survey questionnaires focused on three core components of inclusive education: 1) Infrastructure, 2) Curriculum adaptation, and the 3) Resource room. Descriptive statistics and ANOVA were utilized to analyze the data. Curriculum adaptation emerged as a critical factor to strengthen the inclusive practices in BMC schools. Majority of teachers and special-educators adapted a regular curriculum to provide instructions to the CWDD. The teachers utilized various methods such as content-modification, alternative worksheets, and variety of evaluation processes. The teachers introduced disability-friendly co-curricular activities. Excessive administrative workload and resulting time constraints hindered inclusion. Lack of infrastructure facilities (ramps, railings and lifts/elevators), inadequate human resources (special educators, psychologists, occupation therapists and trained assistant-teachers), and lack of well-equipped resource-rooms were significant barriers to inclusive practices. SarvaShikhaAbhiyan (SSA; The Education for All Movement) had a substantial and useful presence in BMC elementary schools to facilitate inclusive practices. More coordination among government agencies, clear job-specifications for special educators, reducing the administrative workload on teachers and special-educators, recruitment of more special-educators and assistant-teachers, and more fund allocation towards infrastructure could strengthen inclusion in BMC schools.

Key Words: Inclusive Practices; Access to Education; Mainstream Schools; Curriculum Adaptation; Infrastructure; Resource Room.

Differentiated Instruction-Handling Diverse Learners in an Inclusive Class

Parul Banga

*Special Educator & Counsellor
The HDFC School, Pune
D-114 Ozone Villa, Wahgoli, Pune*

ABSTRACT

Every child is unique and catering to the diverse needs of all children becomes a challenge for the educator. The 'one-size-fits-all' approach that we have been dealing with for so long, no longer fits the needs, preferences and learning styles of our students. Differentiating instruction enables a teacher to modify and adapt the lesson according to the capability of each student. Teachers need to differentiate instruction and provide students with different avenues of learning in order to maximize their learning process.

This paper focuses on, evidence based practice on differentiating and adapting content (what the teacher provides as learning input), process (how the teacher has structured the activity), or product (what the students are expected to produce) and the learning environment to meet the diverse learner needs. It highlights the diverse learning needs of the students, their motivation, learning style, learning strategies, aptitude, cultural background, social economic status, and past learning experience. It will demonstrate the levels of differentiation adopted by teachers at beginners, intermediate and advanced level to teach various scholastic and co-scholastic skills. It also presents the effect of differentiation on the student, peers, teachers and parents.

Key Words: Diversity, learning Styles, Adaptation Modifications.

Appreciating Diversity Through Literature: Experiences with kindergartners

Fariha Siddiqui

Programme Manager, Ambedkar University Delhi

ABSTRACT

India classrooms represent the multicultural essence of the society. Children come from different background with some set perceptions given/shaped by their immediate environment. Challenging these notions is a tedious task for teacher and it became all the more difficult for the pre-school teacher (because of children's age).

This research is a personal anecdote of the researcher who encountered some resistance from a group of young children against a specific religion while teaching in UKG. The group of children mock the practices of one of the religion and used stereotyped "labels". Researcher made a conscious effort to introduce children to that religion through stories and witnessed a positive effect. Delpit (2006) in her book also elaborated that in order to inculcate appreciation of diversity in children the diversity should be reflected in the immediate surroundings of the children i.e. in staff, in student community, in displays as well as in curriculum.

Researcher used the above experience as a starting point and brought in some sensitive issues to the classroom through stories. Thus the aim of present study is to understand how stories from diverse background are taken up by children as well as teachers in preschool years. Both quantitative as well as qualitative tools will be used to collect data from two privately run preschools. The findings of the study will help in understanding the mindset of young children and how it gets shaped by the diverse stimulus.

Keywords: Diversity, Early years, Stories, Acceptance.

A Study on the Parental Involvement in the Education of Children with Intellectual Disability

Larisa Nonsung

*M.EdSpecial Education, Semester IV, Department of Special Education,
SNDT Women's University, Mumbai*

Prof. Sujata Bhan

Head, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

The study aimed to examine the level of parental involvement in the education of children with mild and moderate intellectual disability studying in SSA schools of East Khasi Hills District Shillong, particularly in the areas of social skills, domestic skills academic skills and activities of daily living skills. Survey method was utilized, and the data has been gathered from 200 parents of children of age range from 6-12 years with intellectual disability mild to moderate from 20 SSA schools Shillong. Parental questionnaires survey was developed. The parental involvement questionnaires schedule focused on four core areas of education: 1) social skills, 2) domestic skills, 3) academic skills and (4 activities of daily living skills. Descriptive statistics and ANOVA were used to analyse the data. The population consisted of parents of 200 children with intellectual disability studying in 20 SSA schools, Shillong, 6-12 years of age. Parents were asked to tick the Parental Involvement Questionnaire (PIQ) in the form of rating scales according to four domains: social skills, domestic skills, academic skills and activities of daily living skills. The purpose of these questions was to find out the level of parental involvement in the education of children with mild and moderate intellectual disability studying in SSA mainstream schools. The researcher developed all together forty questions for parents, ten questions in each area respectively. Parents were asked to indicate their level of involvement in the education of their children 10 activities within each of the 4 parental involvement areas: social skills, 2) domestic skills, 3) academic skills and activities of daily living skills. Parents were asked to tick each activity numerically, indicating the scores. A ranking of 1, 2, and 3 indicated an activity occurs as never, frequent, often and always. ANOVA' was applied to compare the score on parental

involvement in the education of children with intellectual disability based on gender of children. The result indicated that there is no significant difference of parental involvement in the education of children according to gender of children. ANOVA' was applied to compare the score on parental involvement in the education of children with intellectual disability based on gender and age of the children. ANOVA was used to determine if there was a significant difference between the involvement of parents in the education of children based on the age of children, below ten years and above ten years. Results indicated there is statistically significant difference in the parental involvement between children below ten years and children above ten years in domestic and academic skills. The result also indicated that there is no significant difference in social skills and when combined all the skills. The study will enable the schools and teachers to understand and realise the essence of meaningful participation of parents in the education of children with intellectual disability in terms of decision making, teaching strategies, transitional planning, and initiating ways and means for all round development and better performances of students.

Study of Perceptions of Teachers and Challenges in the Implementation of Co-Teaching in Inclusive Schools

Jyoti V. Kharat

Special educator, NMMC, 'etc' Education, Training & Service Center for PWDs, Vashi

Prof. Preeti Verma

Professor, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

Teachers inspire, motivate and serve as role models even beyond the school years. This is true for both general education and special education teachers who efficiently deal with challenges and needs of their children in their respective settings. But in a mainstream school, it is seen that general education teachers do not possess the expertise to meet the learning needs of children with disabilities and special education teachers, are not able to meet the needs of the children in the classroom and also are unable to get clear educational picture of the children as they are pulled out from general education classrooms into resource rooms. Children too, are at a disadvantage due to this pull out system. To meet the diverse needs of all the learners within the same classroom, various collaborative strategies have proved to be effective. Co-teaching is an evidenced based strategy, which ensures that all students have access to the same material, instructions and curriculum as their peers, while receiving specialized instructions concurrently to which they are entitled. Although it is posited that Co-teaching promotes effective inclusion of students with disabilities, it is also observed that partnering of two teachers brings in its own sets difficulties while implementing co-teaching in a classroom. Interests, compatibility, abilities, training, communication are some of the concerns if addressed well would make co teaching effective. The present paper aims to study perceptions and challenges of teachers in the implementation of Co-Teaching in inclusive schools.

Key Words: Co-Teaching, Inclusive Education, Perceptions, Challenges.

Enhancing Reflective Thinking, Epistemological Beliefs and Attitude Towards Inclusion in Mainstream Teachers

Deepshikha Mathur

Ph. D Scholar, Department of Special Education, SNDT Women's University, Mumbai

Prof. Preeti Verma

Professor, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

Teachers express their difficulty to include children with disabilities due to many reasons like paucity of time, lack of technical knowledge etc. Experts are not always present to give solutions or guide the teachers. Teacher preparation in inclusion through training is a key for implementation of inclusion with emphasis on teacher empowerment. Most of the time it's the teacher's personal attitude, skill and thinking that pushes the inclusion agenda in her class. The present paper is an attempt to highlight the importance of including modules of inclusion, reflective thinking and epistemological beliefs as integral part of teacher training programmes. Results of the study indicated that short direct intervention module enhanced reflective thinking, epistemological beliefs and attitude towards inclusion of mainstream teachers. The experimental pre- post control group study was conducted on 40 mainstream teachers. The control group did not show any significant difference in the pre and post scores on all three variables but experimental group showed a significant gain.

Keywords: Reflective thinking, epistemological beliefs and attitude

Movement Based Programs as a Support to Enhance Participation and Performance of Students in the Inclusive Classroom

Betty Abraham

*Assistant Professor, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

The current generation of students, have a larger exposure and access to information and learning material than previously, hence face more challenges assimilating and integrating. Taking into account Guilford's theory of multiple intelligence which supports the premise that the learning process has to be customized and multi-faceted to ensure that the needs all types of learners are met. Also with constant development in the understanding of neurology and brain functioning, we now realize that the brain is 'plastic'. Research also indicates that academic achievement and performance can be linked to several psychological factors. Curiosity and epistemological beliefs have been identified as two psychological factors that may have direct impact or influence to academic performance. With all this knowledge it becomes crucial to develop and adopt a methodology of teaching and learning that will support the development of the plastic brain. The foundational pieces of learning, the infant reflexes and developmental movement patterns, all play a part in the physical and mental growth of a human being. According to Mahar et al., (2006) there is evidence that daily classroom-based physical activity increases on-task behavior during instruction. Currently there are many therapeutic techniques that support brain development. Techniques like Brain Gym, Therapeutic Listening, and Movement Based Learning etc. have been successfully implemented in therapeutic clinical settings to bring about significant changes in children with special needs.

This paper aims to understand the use of these methods in the classroom as a support activity to enhance the participation and performance of the special needs student in the inclusive classroom.

Key Words: Neuroplasticity, Plastic Brain, Brain Gym Movement Based Learning, Special needs, Inclusive Classrooms, Movement and Learning.

Addressing Behavioural Concerns

Prerna Dharamdasani

*B.Ed. Special Education, Semester III, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

The movement towards inclusion in education has intensified globally. In an inclusive classroom managing behaviour along with learning diversities is imperative. Teachers should be trained and supported to address the deep rooted cause of behavioural concerns and implement evidence based practices that are more likely to be successful. This paper is a systematic literature review describing the major causes of behavioural diversities and the importance of managing them by applying evidence based practices.

Key Words: Behavioural concerns/diversities, causes, classroom management, evidence based practices.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Skilling & Transition

Dr. K. Balabaskar

*Department of Adult Independent Living
National Institute for Empowerment of Persons with Multiple Disabilities, Chennai*

ABSTRACT

Vocational training of persons with Disabilities is beyond skill training. It begins with an elaborate evaluation in terms of the individual, family members and the community to assess the strengths and weaknesses in the respective areas. This also includes survey of various jobs, which have commercial values in the community. Followed by this is Job analysis in identifying the core work area, episodic work, work behaviour and work related skills. Thus Vocational Training are planned only after the successful job negotiation with the employer. The training model includes either on-the-job placement (place/train/follow up) or stimulated training (train/place/follow up). Other models of placement for individual with severe and multiple disabilities include sheltered workshop, open employment, self-employment and tailored made livelihood employment models.

Equally important another task in these rehabilitation process is Comprehensive transition from school to work, planning and active participation from all relevant school and adult service provider as well as parents and individuals with disabilities. Very often, comprehensive transition planning requires restructuring and rethinking of professional roles. Refining professional roles is not enough, participation of the family members having person with disabilities and community must also be encouraged. The key components in this transition process are a. an appropriate school programme, b. formalized plans involving parents and entire array of community agencies that are responsible for providing services and c. multiple, quality options for gainful employment and meaningful post-school training. Thus Transition plans may begin with a parent, school or an agency responsible for providing post-school vocational services, but regardless of who initiates the plan, it should be developed three to five years before the student leaves the school.

Though the training, being offered through these agencies are non-homogenous, lacks quality and is low on employable opportunities. There is an immediate need for Quality Vocational Training with high employability. Homogenous training curriculum & methodology need to be adopted to meet the huge demand-supply gap in special reference to National Action Plan for skilling of persons with disabilities (2015).

Keywords: Skilling, Transition, Multiple Disabilities, Families, Employment.

Early Childhood Special Education

Shobha N. Odunavar

*Assistant Professor Special Education,
National Institute for Empowerment of Persons with Multiple Disabilities, Chennai*

ABSTRACT

Education is life long process in human life; it starts right from the birth or even before birth too. Every situation in an individual's life gives informal education to them. When it concern to formal education, YES, early childhood education is very essential to give the shape to the children life who are becoming the future citizen of a country. So, it is essential to provide quality, affordable early childhood education to ALL including children with special needs. As research significantly proven and best practices in the India and oversea indicates early childhood Special Education became need of the hour for children with special needs to overcome their difficulties and adjust with the existing society to lead healthy, independent productive life on par with typically developing children. Even though, In this regard efforts have been made right from the policy makers to the grass root level educators to provide need based Early Childhood Special Education. But yet to reach in qualitatively and quantitatively to improve the later part of life of children with special needs because "Early childhood education is the key to the betterment of society"-Maria Montessori. This holds true for Children with Special Needs because irrespective of the abilities, difficulties they can also become the productive member of the society provided quality Early childhood Special Education.

Socio-Emotional Skills of Children with Learning Disability and its Relationship with their Academic Achievement

Payal Maheshwari

Associate Professor, College of Home Science, Nirmala Niketan, Mumbai

Brindavan Maheswari

Regional implementing manager for Whystles, an international preschool curriculum, Bangalore

ABSTRACT

The study aimed at studying the level of Socio-emotional skills of children with Learning disability and its relationship with their Academic Achievement. The sample comprised of 40 children with learning disability as their primary condition, belonging to middle or upper middle class, living with both the parents, residing in Mumbai. The sample was selected using purposive and snowball sampling technique. A self-constructed social and emotional skill assessment scale was used to measure the level of social and emotional skill of children with LD. Academic scores of the child were collected from the child's parents or teachers. The data was analyzed quantitatively using SPSS. The findings revealed that though majority (27) of the children with Learning disability perceived themselves having above average level of social and emotional skills, 13 out of 40 children perceived themselves at an average level. Domain wise analyses revealed that in the domain of self- management (26) and Relationship skills (22) more number of the children perceived themselves as having average or below average level of social and emotional skills indicating that they perceived themselves as having average or below average skills in regulating their emotions, thoughts and behaviors effectively in different situations, establishing and maintaining healthy and rewarding relationships with diverse groups and individuals. Further, a significant positive correlation was found between children's level of social and emotional skills and their academic achievement ($r=.378$, $p<.01$). Results of the study emphasizes on planning intervention for children with learning disability focusing on improving self-management and relationship skills.

Key words: Learning disability, Social and emotional skills, Academic achievement, self-management, relationship skills

Vocational Education Key Role in Sustained Development of Adults with Deafblindness

Kanu Priya

Officer Programme, Sense International India

Reflino Fernandes

Manager Programme, Sense International India

ABSTRACT

As one of the basic human rights, education is a key factor of development. It is an important tool for succeeding in life not only from the perspective of economic development but also as it expands the horizon of individuals' knowledge, develop confidence and provides opportunities for equality and be productive in the competitive world.

Sense International India is the first and only nongovernmental organization that supports people with deafblindness throughout India. Working towards inclusion of persons with deafblindness in every aspects of life, Sense India has provided support for Income Generation Activity (IGA) to 83 service users with deafblindness/multi-sensory impairment. Vocational training is a key area focused for transition of services provided to children with deafblindness, MSI. The primary focus of the study was to understand the impact of income generation activities in the lives of persons with deafblindness. Various vocational traits such as cattle rearing, poultry to running a small shop is been practiced in rural as well as urban India by adults with deafblindness. It is also observed that female candidates have increased through the progression of age.

Findings from the survey conducted in May 2018 reflected 63% of Sense India's IGA service users have been to school and received education to some grade. 10% of the schooled IGA service users opted for formal mode of vocational training and another 8% moved on path of entrepreneurship development with support from their family members which have led to economic and social stability for the adults with deafblindness.

Keywords: Education, Deafblindness, Income Generation Activity, Vocational Training.

Development of a Person Centred Transition Plan for an Adolescent with Mild Intellectual Disability

Kanika Manral

M.Ed. Special Education, Semester IV, Department of Special Education, SNDT Women's University, Mumbai

Prof. Preeti Verma

Professor, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

Transition is one of the most crucial and essential aspect of human life. For people with disabilities, this transition path is not an easily accessible one. Particularly in the case of people with intellectual disability, it has been the "systems-centred" way of planning for the future that is based on stereotypes about persons with disabilities that mostly offers a limited number of segregated program options. In lieu of this, the concept of a "person-centred" approach emerged that crafts an individualized plan emphasizing dreams and meaningful experiences for persons with disabilities. This qualitative study uses person-centred planning approach as its basic premise for developing a transition plan for an adolescent with mild intellectual disability, keeping the individual's dreams and hopes at the centre of the planning. The data collection comprised of semi-structured interviews, case history and the transition planning process conducted using person-centred tool (PATH). Thematic analysis was used to identify the various themes and strategies evolving from the data collected. The person-centred approach to transition planning helped in identifying the required support systems that were present around the subject but were not formally available to him. The perspectives, regarding transition, of all the interviewed parties were deduced to be following systems-centred base to planning. This transition plan did not only focus on identifying career opportunities but had a holistic approach for the overall development of the adolescent over a course of two years. This paper suggests the application of person-centred approaches to transition planning in order to create situations leading to self-determination by placing the person at the core of the planning and acknowledging their dreams and future possibilities.

Key Words: Transition, Mild intellectual disability, Adolescent, Person-centred planning, PATH.

The Importance of On-going Counselling in the Vocational Rehabilitation of Individuals with Special Needs

Charumathi Sriram

V-Excel Educational Trust, Chennai

ABSTRACT

Individuals with cognitive and intellectual disabilities constitute a sizable segment of India's population. As they progress into adulthood they have limited opportunities for career advancement or job placements. This, consequently, affects their social status, life fulfilment, and psychological well-being. An integral part of mainstreaming these individuals through inclusive opportunities, is that of ongoing vocational rehabilitation counselling. Vocational guidance and counselling is the driving force of all of the services that vocational rehabilitation provides. While the focus of such counselling is almost totally vocational, it also includes behavioural, social, and psychological aspects. Researchers believe that the framework for rehabilitation counselling is counselling theory, but there exists little empirical research that has examined the role of counselling theory in the success of vocational rehabilitation. However, other studies have shown that career counselling participants identify counsellor support and self-exploration as the most important aspects of the counselling process.

Vocational counselling in a rehabilitation setting is designed to accomplish two primary goals - a) identify a vocational goal that is consistent with an individual's interests and abilities and b) adequately address disability-related functional limitations.

This study focused on the "graduates" of the vocational training program of an NGO based in Chennai that provides lifespan services for individuals with special needs. Data was collected from principals, employed graduates and their respective employers. The findings support the argument that ongoing career counselling is important for sustained employment of individuals with disabilities.

Keywords: Vocation, Training, Placement, Counselling, Rehabilitation.

Education for Sustainable Development

Anuradha Patpatia

Director, REACH - Centre for Remedial Education, Mumbai

ABSTRACT

Education for Sustainable Development (ESD) aims at providing every human being with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development requires far-reaching changes in the way education is often practiced today.

We believe that there are *three main* elements under education for sustainable development are:-

- (1) *Learning outcomes: Creating change makers, rather than passive learners:* Education for Sustainable Development aspires to "empower learners to take informed decisions and responsible actions". It wants students to think and act for themselves. Here, students should be able to become "change agents" or "change makers".
- (2) *Learning content: Investigating topics from an interdisciplinary perspective:* Learning content describes *what* students learn. The goal is that students learn about topics in an interdisciplinary way, from an economic, social and environmental perspective. It makes education so much more interesting!
- (3) *Pedagogy: Interactive, learner-centred and action-oriented (+ fun):* Pedagogy describes the practice or method of teaching. It describes *how* they learn.

Education for sustainable development should be interactive, learner-centred and action-oriented (+ fun).

We at Reach want our students to think and act for themselves for a more sustainable future. For this, students need to think and act critically, holistically and collaboratively, which is the main goal for all our students. To fulfil this, our curricula besides Academics and the 3 R s Reading Writing Arithmetic, involves:-

Yoga

- Martial arts- Taekwondo
- Pottery
- Sensorial activities
- Cookery / baking,
- Play therapy
- Brain gym
- Activities for daily living (ADL)

Significance of Prevocational Training for Special Needs Children

Shalini Fernandes*, Rekha Sharma, Anushka Vanvari*,
Prajakta Madkaikar* & Surekha Jadhav***

**Special Educator, Arushi - The Learning Centre, Department of Special Education,
SNDT Women's University, Mumbai*

***Head Teacher, Arushi - The Learning Centre, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

The International community aims to achieve full and productive employment for all women and men, including persons with disability (United Nations Conference on Sustainable Development, 2012). Pre-vocational education and training for persons with disabilities has a positive impact on cognitive development, quality of life and general well-being which leads to achieving sustainable development. Further it helps avoid social exclusion and discrimination.

This paper presents the case of Arushi - the Learning Centre, the experimental school of the Department of Special Education, SNDT Women's University. Arushi - The Learning Centre believes in the holistic development of children with Intellectual Disability, Autism, Learning Disability, Attention Deficit Hyperactivity Disorder and Multiple Disabilities. Students in Arushi-The Learning Centre receive prevocational training on the basis of assessment and planning of individual transition plans.

The purpose of this paper is

1. To describe the process of assessment for pre-vocational education and training
2. To discuss the planning and implementation of the curriculum or the individual transition plans
3. To analyse job opportunities and match them with the skills of students with special needs.

GENDER EQUALITY

Effect of Gender Issues and the Attitude of Parents Towards Inclusion Among Girls with Intellectual Disability

Dr. R. Jamuna

Principal, Indira Gandhi College of Special Education, Kanurvai, Coimbatore

ABSTRACT

Girls with intellectual disability face significantly more difficulties in attaining access to education and vocational training programme. Promoting gender equality and empowerment of women is essential to the achievement of inclusion in all areas. Women and girls with disabilities experience double discrimination. The purpose of this study is to investigate the effect of gender issues and attitude of parents towards inclusion among girls with intellectual disability. A total population of 50 parents having girls with intellectual disability within the age range of 12-18 years were purposively selected from the Coimbatore city. A questionnaire was administered to the parents of intellectually disabled girls and the responses were retrieved. Data was collected and percentage analysis was done. 84% of the parents expressed that sexual violence is the major problem which have negative effects on both in inclusive education and in vocational training programme.

Keywords: Gender, Intellectual Disability, Girls, Parents, Sexual Violence.

Women with Disabilities in India: Addressing Exclusion and Strategies for Social Inclusion

Dr. Krishna Prasad Gogoi

*Associate Professor, Dept. of Education,
Dibrugarh University*

ABSTRACT

Any person with disabilities faces many challenges as well as obstacles in continuing their lives and also to struggle for equality in the society. Ofcourse, men and women with disabilities are subject to discrimination because of their disabilities, but women with disabilities are at a further disadvantaged because of combined discrimination based on Gender in one hand and based on disability on the other. Women with disabilities face significantly more difficulties (in both public and private spheres) in attaining access to adequate housing, health, education, vocational training and employment and are more likely to be institutionalized. Women with disabilities also experience in equality in hiring, promotion rates and pay for equal work, access to training and retaining, credit and other productive resources and rarely participate in economic decision making. So keeping all above, an attempt has been made to discuss the multiple challenges of the lives of women with disabilities and their exclusion by making a critical analysis on the basis of secondary data available. The possible strategies for social inclusion have also been highlighted.

Gender Discrimination: Burning Issue in Sports

Dr. Sushama Narayan Chougule

Assistant Professor B.P.C.A's College of Physical Education, Wadala, Mumbai

Dr. Sandeep Sadashivrao Shinde

Assistant Professor Vidyaadhiraja College of Physical Education, New Panvel

ABSTRACT

In cosmopolitan, the illustriousness of women has been waffle from time after time. Gender inequality exists in all stratum of life like health, education, economics, politics and sports. Men have always had the dominance in these fields, delineate how profoundly. Nelson, Mariah B. (1998), it is important for women to realize that, "if [women] do not define [them] selves for [them] selves, [they] will be defined by others." Women are rely to be elegant, feminine, home amiable, caring and rather fragile are the aura of the community. They are not expected to be powerful, tough and committed to sporting careers. Today, a woman stands stat with men in any field. In this progressive world, no longer women are reticent spectator but are suitable to acquire freedom to explore her future. Even the women invariably go concealed in conjunction with emolument, media coverage and coaching in many fields. In the present paper an attempt has been made to examine the problem of gender inequality in Sports world wide. In the process, this research paper not only discusses the extent, causes and consequences of the problem, but also suggests measures to reduce gender inequality in sports.

Keyword: Powerful Emigrate, Media and Emolument.

PEDAGOGIC INNOVATION

Models and Best Practices for Education of Children with Severe and Multiple Disabilities

Dr Himangshu Das

*Director, National Institute for Empowerment of
Persons with Multiple Disabilities*

ABSTRACT

Given the variety of combinations of physical, medical, educational and social-emotional challenges that children with severe and multiple disabilities bring to each learning environment; a diverse set of professionals and disciplines is needed to provide support. While we may have evidence from research, policy and our collective wisdom of the use of different approaches to intervention; but services for individuals with multiple disabilities is a relatively new concept. Further multi-disability-specific interventions are an untouched territory.

Each discipline of intervention brings a unique set of skills and experience to the individual; but it is recognized that the discipline-specific interventions often fails in meeting the diverse and often extensive needs of children with multiple disabilities. Moreover, even the multi-disciplinary and inter-disciplinary models do not serve the purpose of ensuring supports and services needed by the individual with severe and multiple disability.

To achieve a truly collaborative model of all services, a transdisciplinary and cross-disability model is the key to serve individuals with multiple disabilities. However, it is least in practice; most institutions are for single-disability and most professionals and services are disability-specific, resulting in a dilemma. Further, the ratio of human-resource, the competency-level of professionals, the overall resource material, infrastructure, equipment etc is required to be high; which becomes another area of concern for achieving outcomes of services for individuals and their families.

The key elements of best practices for education of individuals with severe and multiple disabilities includes: Cross disability approach of institutions; Transdisciplinary model of services; Focus on activity based learning; Practice of Universal Design for Learning; Specific resource and professional development; Parents as partner in special education; Buddy-development programs; Technology support etc.

Ensuring that children with multiple disabilities are active participants in all aspects of their lives and that they achieve valued life outcomes can be a daunting endeavor for families and professionals. And given the myriad of their needs, a successful outcome requires not just collaboration and planning among large number of individuals; but also, an acknowledgement of their right to grow, learn and prosper, like everyone else.

Peer Mediated Support Strategies for Children with Disabilities

Srishti Shah

*Counsellor/ Psychologist, MA – SEN and Inclusion,
Northampton University UK*

ABSTRACT

The challenges to general education participation and barriers to inclusion reflect the need for an intervention program which will assist and provide students with special needs with the support to engage fully, socially and academically within their inclusive mainstream schools. Access to general education for children with special needs can be increased using a peer mentoring program. Peer mediated interventions are evidence based approaches and are evolving as an effective alternative to paraprofessional models. Increased peer interactions have been shown to foster social and academic engagements of children with special needs (CWSN).

Keywords: Inclusion Strategy, Peer Supports, Peer Mediated Interventions, Children With Disabilities.

Curriculum Adaptation for Inclusive Education of Students with Deafblindness and Practices

Rashmikant Mishra

Senior Officer – Training, Sense International India

Manjinder Singh

Sense International India

ABSTRACT

The Right of Children to Free and Compulsory Education Act, 2009 has provided the right to free and compulsory elementary education to each and every child from ages 6 to 14 years. Children with Deafblindness (CwDb) are further marginalized under multiple disabilities. Sense International India (SII) has been continuously working to uplift Persons with Deafblindness from last 21 years, in which Inclusive Education has emerged as a core theme. The purpose of this paper is twofold: First, to discuss the strategies to provide an accessible curriculum to CwDb; second, to discuss the findings and future prospects of the efficacy of Curriculum Adaptation. Based on field observations and practices, a workshop for team of professionals (development and government sector) was organized to develop a mechanism to adapt the curriculum developed by NCERT. Mainly four subjects (Mathematic, Hindi, English and EVS) Std. 1st – Std. 5th and two lessons from each standard was adapted. And finally SII could come up with a 'Handbook on Curriculum Adaptation for Inclusive Education of Students with Deafblindness'. To further facilitate the inclusion of CwDb in India, SII collaborated with Sarva Shiksha Abhiyan by providing trainings to regular teachers, and Resource Teachers at different levels. This paper will also discuss the findings of the trainings conducted at various levels through some case studies. SII is further planning to assess the efficacy of Curriculum Adaptation for CwDb through a research in twostatesi.e.,Gujarat and Maharashtra.

Keywords: Inclusive Education; Curriculum Adaptation; Deafblindness; Special Education; Teaching Strategies.

Being Connected is the Key

Sweet Syiemiong

*Inclusive Education Coordinator, RAISE North East, Bethany Society, Lady Veronica Lane,
Laitumkhrah, Shillong*

ABSTRACT

Objective: To explore the human relations angle to Inclusive Education

The belief that “all children will learn and become expert learners” has led us to accept that “if a child cannot learn the way we teach, we must teach in a way the child learns”. The Regional Action on Inclusive Education (RAISE) North East is building the capacities of teachers with the expectant result of transforming ‘classrooms’ so that they ‘belong to everyone, equally, all the time’. The scope of improving the learning environment and learning process must begin with the knowhow for imparting knowledge. A teacher plays multiple roles of counsellor, mentor, observer, facilitator and educator as well as a learner. It is important for all stakeholders to remain connected in a learning environment. An in-built review mechanism of the teachers in the classroom environment is vital for us to be constantly connected to the ever-changing scenario of education.

Our focus remains on:

1. Who are the students I will teach?
2. Does my classroom/school welcome all students and do students know they are safe?
3. What matters most for students to learn here?
4. How must I teach to ensure that each student grows systematically towards achievement of goals and move beyond?

The Key (Opportunities) lies in:

- sharing of information through the various means of representation, engagement, action and expression
- change in the attitudes of the stakeholders especially the leaders
- multi-disciplinary approach to education
- flexibility and the freedom to adapt to the learning environment to suit the needs of the child
- adequate expertise in the field of education

Key Words: Learning, Environment, Opportunities, Quality, Connected.

Methods and Approaches for Teaching English Language

Neeti Nagarkar* & Jasmeet Arora**

**Founder, Kids World Education Consultants,
Jolly Phonics Professional Trainer (UK)*

***Founder, Hi 5 Child Development Center*

ABSTRACT

Phonics is a method of teaching reading and writing English language by developing learners' phonemic awareness - the ability to hear, identify and manipulate phonemes (sounds) in order to relate it with the corresponding grapheme (letter patterns) to spell the word correctly. Use of synthetic phonics in teaching English language to young learners builds a strong foundation. English is the universal language. In India, most of our children are learning English as a second language. To have the mastery over the spoken and the written language, the foundation must be strong. What makes them the good readers? - it is the knowledge of phonics - relationship between the sounds and the letters (the phonemes and the graphemes). It helps children to read and write with ease. Later introduction of grammar makes children more perfect in language skills. Grammar teaches a wide range of language forms including the parts of speech, plurals, punctuation, the tenses and a wide range of spelling rules.

The benefits of learning grammar are cumulative. The children will spell and punctuate more accurately, use a wider vocabulary, and have a clearer understanding of language works. In the early stages, the children's grammar knowledge will help them to improve the clarity and quality of their writing. Later on, their grammar knowledge will help them to understand more complicated texts, learn foreign languages with greater ease, and use Standard English in their speech and writing. So phonics and grammar together make it a complete English language development program.

Strategy Training in Maths for Students with Learning Difficulties

Ushma Betai

Special Educator, École Mondiale World School, Juhu, Mumbai

Apoorva Panshikar

Assistant Professor, Department of Special Education, SNDT Women's University, Mumbai

ABSTRACT

Solving word problems is a common area of struggle for students with learning difficulties. This research seeks to investigate the effect of Strategy Training on Math performance of students with learning difficulties. A pretest posttest control group experimental design was used for this study. The sample (N=36) comprised of students studying in the fourth grade. Students were placed in Control (N=18) and Experimental (N=18) groups using random assignment. Students in the Experimental group received Strategy Training using the mnemonic RIO-TESCA, whereas the students in the Control group were taught using the traditional method. Data was statistically analyzed using t-tests and it indicated that: a) Strategy Training program was effective in improving the performance of students with learning difficulties on word problem solving and b) Strategy Training program was effective in improving the four aspects of total score, correct number selection, writing qualifying/ describing sentences and correct operation selection, for students with learning difficulties on word problem solving.

Keywords: Maths, Strategy training, Word problem, Learning difficulties.

Tactile Thoughts for the Blind

Fatane Amiri

*Ph.D student, JamiaMilliaIslamia University
Founder Director of PARVAZ international film festival*

ABSTRACT

Tactile Thoughts are artwork that can be understand through touch and can transfer artist's thoughts and messages. Thought is something that we cannot see but all things based on thoughts. There are some ways to access what do people think and how they can explain their thoughts. We know the arts are international sensible language which all people can understand artist messages and thoughts. Art is inspiring and can be fun, it even offers a great way for people to express themselves. All arts made by hands and we realize that the feel of it is under our fingers and with touch. Blind such as others can talk about their thoughts and they can express themselves through tactile activities and arts. Pictures book should be a part of every child's education whether blind or sighted. There should be no reason that blind people should not be the creators of tactile images as well as others. Tactile images needs to be formatted differently from visual images. Parents and teachers always spend time for children to read pictures. Looking at pictures should be one part of visual literacy and it is necessary for blind too. We need to change the perspective on how we frame what we are doing to illustrate the assets of tactile Thoughts. We can explore our world through our other senses.

Keywords: Tactile, Thoughts, Arts, Sensitive Language, Pictures Book.

TECHNOLOGY IN TEACHING AND LEARNING

Use of Technology to Enhance Teaching and Learning at Arya VidyaMandir

Latika Nidre

Arya Vidya Mandir, Mumbai

ABSTRACT

Quality teaching occurs in classrooms and outside the classrooms. In the 21st century, we are witnessing great strides in technological development. Technology provides numerous tools that teachers can use in and out of the classroom to enhance student learning. The term “technology” refers to advancements in the methods and tools to solve problems or achieve a goal. The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. Technology has helped the teacher to take the role of a facilitator, encouraging students to access the vast available knowledge and guide them to use it in accomplishing their life goals.

At Arya VidyaMandir (AVM), we use online collaborative tools allowing students and teachers to brainstorm, share documents, project and edit them in real time, online simulation for self learning, presentation software, flipped classroom, multidimensional learning, Google classroom to augment text and verbal lecture content. Exploriments, an offline virtual lab provides an opportunity to learners to perform experiments and learn concepts and concept application. Teachers at AVM are trained to allow students to bring their own experiences and perspectives to the problems investigated in class, with the aim of having students come to a new understanding of their place in the world, thus developing tolerance and social responsibility. Consequently, teaching at AVM is not confined only to technology but has a blend of conserving our rich culture to inculcate values and nurture children for life.

Use of Technology for equity in education

Shoba Sriram

*Ph.D. scholar, Dept. of Special Education,
SNDT Women's University*

ABSTRACT

Formal Education was once not accessible to everybody. Even in countries where there were opportunities for formal education, there were still many concerns with getting it to the general community. The impact of new technology on teaching and learning is undeniable. There are many developments in technology that have helped education to become more readily available than it once was. Today, more than ever, Technology is an integral element in the world today and in teaching it is of inordinate importance. Traditional process of teaching and learning in education has been replaced by new and emerging technologies. Technology ensures accessibility in learning. No matter their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and information that can set them on a path to acquiring expertise unimaginable a generation ago. Policy makers should therefore, make ICT an integral part of school curriculum. Administrators should ensure that the teachers are eager to learn and use technology to address the diverse needs of children in their classroom. One can safely say that technology facilitates equality and equity in education.

The aim of the present paper is to discuss the inventive use of technology in teaching learning process, the promise, benefits, limitation, challenges and key hurdles of technology integration in education.

Keywords: Educational Technology, Learning.

ICT: A New Vista Towards Inclusive Practices

Antara Choudhury

*Assistant Professor of Special Education,
Netaji Subhas Open University, Kolkata, West Bengal.*

ABSTRACT

Information Communication Technology (ICT) and Inclusive Education are the two main sides of educational system in new era. Developing countries face many obstacles in the process of implementing inclusive education. Effective use of ICT has a great role in achieving inclusive education by helping children with special needs (CWSN) in schools. The present study focuses on the use of technology to support inclusive teaching and learning. The objectives of this study are to i) assess the different modes of using ICT to promote Inclusive Practices and ii) analyse the benefits of ICT in Inclusive Education. The methodology for this study is to systematically search the internet resources, databases of academic researches and journals and relevant websites of different Commissions and Councils. According to UNESCO "Inclusive education means that the school can provide a good education to all pupils irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive education is an ongoing process. Teachers must work actively and deliberately to reach its goals." In this context it is said that ICT can play a major role to make inclusive education successful.

Keywords: Information Communication Technology (ICT), Inclusive Education, children with special needs (CWSN), Inclusive Practices

Assistive Technology: Real Inclusion

Yukti Gupta

*Assistant Professor, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

The concept of inclusive education has brought with itself the much-needed share of equality in approach for the education of the 'disabled' by giving them a level field to rightly exhibit their differential abilities, proving themselves capable enough to learn and perform together, at par with their non-disabled peers. The approach of inclusive education has brought in educational field to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. The inclusion of children with disabilities in general class room is a challenging task to the teachers due to the varied learning styles and unique individual needs of the diverse learners. Assistive technology is one of the key elements to advancing inclusion of children with disabilities together with additional supports. Appropriate assistive technology can be a powerful tool to increase a child's independence and improve their participation. Assistive technology supports children to access and enjoy their rights and participate in things they value - and it bridges the disparities between children with and without disabilities. In such condition, assistive devices aid their learning, understanding, and participation in the regular classroom environment. By current estimates, more than 4,000 assistive technologies have been designed for students and teachers. In spite of having enormous usability of assistive devices and making technologies available as mandated by Government schemes, and concessions, persons with disabilities find it difficult to access physical environment, and educational resources. Descriptive research design has been adopted for the present study by using survey method. Sample of 20 individuals with disabilities was selected from Schools and Colleges of Mumbai through purposive sampling method. The current paper analysed the magnificent effect and usefulness of assistive devices to address diversity in inclusive classroom and the reasons for less use of assistive technology in education system.

Keywords: Person with Disabilities, Assistive Technology, Inclusive Education.

A Milestone - Inclusion within the Rural Corridor (Through Teacher Training)

Anshu Agarwal

*Assistant Professor, Department of Special Education,
SNDT Women's University, Mumbai*

ABSTRACT

Literacy and education have made marked progress in India in the post-Independence period. But the progress has not been evenly distributed between the different regions. The uneven distribution of the progress is evident between the urban and rural corridors. The problems of school education in rural sectors are different from those of urban sectors. However, one of the most important problems, which exist in both the sectors, but more so in rural areas, is of trained teachers. In today's scenario, when we are moving towards inclusion, the problem becomes even more complex as teachers are not aware of the various disabilities and are not equipped to bring the best out of the children with disabilities in the classroom. This calls for overhauling of our pre-service and in-service teacher training programs. The current paper proposes a model for in-service training of the teachers in rural corridors. The aim is to bring about awareness amongst the teachers about various disabilities in children that can be found in a regular classroom, recognize children who may be at risk and provide early intervention at a basic level within their classrooms. The classes for training teachers will be held post school hours. The classes will be held primarily over skype followed by fortnightly personal interactions. This model will ensure that the overhead costs are as less as possible and teachers are not engaged during their work time.

Keywords: Inclusion, Teacher Training, Rural Areas, Skype, Low Cost.

Performance Evaluation of University Teachers Using Data Mining Approach

Swati Meshram

*Assistant Professor, P.G.Department of Computer Science,
SNDTWU, Mumbai*

ABSTRACT

University development is directly affected by the teaching and research carried out by the university teachers. It mainly depends on teachers' performance. A tangible measure of teaching performance is feedback, collected from the stakeholders in natural language. A tool for comprehensive analysis and evaluation of teaching using data mining approach is designed. Classification of feedback opinions based on sentimental analysis of natural language processing and random forest is adopted. Further, the classification will draw attention to the areas which need transformation to improve the university level teaching.

Keywords: Data Mining, Natural Language Processing, Random Forest.

Measuring Learning Gain in Web 2.0 Age

Dr. Anita Chaware

*Associate Professor, MCA, P G Department of Computer Science,
SNDT WU, Mumbai*

ABSTRACT

The increased usage of Computer technology, quick access to the Internet and free availability of web 2.0 technologies is changing the way we access information in the 21st century. This makes Web 2.0 tools very appropriate for the purpose of teaching and learning. The easily availability of these tools drives everyone to use them anywhere anytime- even in their free time. A study in a Portuguese institution of higher education study reveal that 42% of the students do not use Web 2.0 tools intensively in either study or in their leisure. However, it also showed that students who more frequently use the tools in the leisure context are occasional users in the learning context and vice versa. To find out to what extent these tools are used in our educational institutions the research was conducted among the students of SNDT through an online survey.

This study aims to capture and analyses the awareness, usage of web 2.0 tools of SNDT WU departments and conducted college's students. This study made an attempt to measure the learning gain in terms of Awareness, Adoption, usage and application. The research result shows that majority of IT background students uses these tools in their learning. On the other side it also shows that there is still some awareness of these tools, needed for the students having non IT background as they mostly use tools like Power Point presentations, Adobe, etc., primarily for exchanging audio and video learning materials shared by the teachers and for social networking only.

Keywords: ICT, Internet, Web 2.0 Tools, Learning Gain, Students.

MISCELLANEOUS

Interrelationship between Levels of Emotional Intelligence (EI), Quality of Life (QOL) and Stress of Mothers of Children with Intellectual Disability (ID)

Khyati Sampat & Payal Maheshwari

*Department of Human Development,
Nirmala Niketan College of Home Science, Mumbai*

ABSTRACT

The study aimed at ascertaining the levels of and interrelationship between Emotional Intelligence (EI), Quality of Life (QOL) and Stress of mothers of children with Intellectual Disability (ID). Sixty mothers were selected from Mumbai using purposive and snowball sampling. Mothers included were primary caregivers to the child having ID as a primary condition with no co-morbidity, homemakers, married and residing with their husband. Cronbach's alpha of self-constructed EI, QOL and Stress scales was found to be .91, .96 and .95 respectively. Results revealed that though majority of the mothers identified themselves at high levels of EI (38) and QOL (35) and at a low level of Stress (42); substantial number perceived themselves in average levels of EI (22), QOL (24) and Stress (18). Further domain-wise analysis for EI showed many mothers having average levels of EI competencies like Accurate Self-Assessment (35), Emotional Self-Control (34), Conflict Management (28), Adaptability (27) and Emotional Self-Awareness (22). The means of 'Social and Recreational' (45.1) and 'Support System' (39.42) domains of QOL and 'Financial' (4.25) and 'Future of the Child' (9.73) domains of Stress fell in the average level. Correlation analysis revealed a moderate significant positive relationship between EI and QOL ($r = .556, p = .000$); moderate significant negative relationship between EI and Stress ($r = -.518, p = .000$) and strong significant negative relationship between QOL and Stress ($r = -.889, p = .000$). Based on the findings, guidelines were formulated to direct training programs for mothers having focus on enhancing EI competencies.

Keywords: Emotional Intelligence (EI), Quality of Life (QOL), Parenting Stress, Intellectual Disability.



*With Compliments
from
Poonam Sharma*

*A hundred roads may take you home,
but this is about the one that calls out to you.*

THE LONG WAY HOME



SHIVAI SNACKS

SHIVAI SNACKS

शिवई स्नॅक्स

"Deliciousness jumping into the mouth"

Shop No.102, Next to Nayak's Tutorials,
Veena Nagar, LBS Marg, Mulund (W)-400 080.

M.:9930993031 / 9769207633

*We also take orders for parties,
Birthday & Small Gathering.*

*With Compliments from
Abhijeet Patil*



Ajay J. Singala

TOGAF Certified Technical Architect
I.T. Consultant & Trainer

Specializes in:

Providing consulting and training services on technologies and tools like:

.NET, .NET core, C#, MVC, Azure, TFS, Azure DevOps, Cloud Computing, Git, Angular, Agile/Scrum, ReactJS, Microservices (Docker, Kubernetes) and more

604, Bhoomi Apt, Mahavir Nagar, Kandivali (W), Mumbai 400067

+91 9820534585

ajay.singala@gmail.com



Twesha... Moha for Jewels
*has a collection for all ages and occasions
so be it a wedding, a valentine gift, birthday
gifts, or just if you want to indulge yourself.*

*Twesha's collection features Fashion &
Silver Jewellery, Antique Jewellery, Jadau
Jewellery, High Quality CZ Jewellery and
much more*



Call For An Appointment In Mumbai
Dhruvi Jain: 9819812123 / 9322268971
Email: tweshajewels@gmail.com



The Art Curve is a creative initiative by Ishita Jain. A third year architecture student, Ishita has always been an artistic mind. With her swift hand, she makes some amazing designs and patterns which can brighten up your day with their color scheme.

These hand painted products have exciting stories that come alive in the form of art through brushstrokes.

Ishita's work stands at the crossroads of art and everyday life.

Every artwork, every material used in the making of our collection is carefully chosen and painstakingly created to bring out the perfection of every piece. Every collection sees the light of the day after months of research and hard work.

Each design is individually designed and hand painted by Ishita.

The Art Curve

Ishita Jain: +9 916992 99246

ishi.mailo8@gmail.com

Instagram: @theartcurve

Facebook: @theartcurve



Broadcast

- rishtey
- rishtey CINEPLEX
- nickelodeon
- sonic
- nick jr.
- MTV
- colors
- colors SUPER
- colors INFINITY
- colors कन्नड़
- colors मराठी
- colors राजस्थान
- colors बांग्ला
- colors ओडिया
- colors বাংলা
- colors తెలుగు
- colors ఆంధ్రప్రదేశ్
- VIACOM Consumer

Digital

- voot
- Vi
- COMEDY CENTRAL

Movies

- VIACOM MOTION PICTURES

Merchandise

- INS

Live

- VIACOM Consumer

**OPENING NEW WORLDS
ONE STORY AT A TIME**

As India's youngest full-play media & entertainment network, we've touched the lives of more than 600 million people, in over 80 countries with 47 channels & 5 lines of business: on-air, online, on-ground, in-shop and through cinema.

As always, we #OpenNewWorlds wherever we go.

VIACOM 18

Follow us on:

[f /viacom18digital](#)
[t /@viacom18](#)
[i /@viacom18](#)
[in /viacom18 media pvt. ltd.](#)



SNDT Women's University is the first Women's university in India as well as in South-East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of Women's Education.

In its endeavor to produce trained professionals SNDT Women's University, Mumbai established the Department of Special Education in 1977, which later (1997) became the Centre of Special Education. The first of its kind to offer Special Education Training at degree level to women graduates to teach and manage children with various exceptionalities. All children can reach their optimum potential if given the opportunity, required resources and a skilled teacher. Special Education aims to meet the needs of children with disabilities. Today, the Centre of Special Education, besides conducting training programs that are disability specific, also conducts several short term projects/programmes that are geared towards developing professionals for Inclusive Education. DSE runs two experimental schools to enable transfer of theory into practicum for the trainees- 'Arushi- The Learning Centre' & 'CARE' (Compensatory And Remedial Education). DSE is also actively involved in conducting psycho-educational assessment of children with learning issues. DSE offers consultancy services, short courses, professional development programs, seminars & workshops in Disabilities Studies & Special / Inclusive Education / Gender Studies, Curriculum/ Instructional Modifications/Adaptations &Evaluation, Assessment, Program Planning & Implementation, Staff Training & Professional Development, Parent Education & Advocacy, Capacity Building & Personnel Training in the Education of Students with Special Needs.

SR PUBLISHING HOUSE is one of the renowned books publishing company in India publishing educational books especially special education books. Its major areas of work include publishing, distributing, selling & distribution of books and special education books. Main categories of books published under SRPH are education, special education, rehabilitation, psychology and research. Due to its constant work and endeavor it has established its feet firmly in the market. The reason of the success lies with its cost effective quality and catering to the needs of ever changing market in education and special education.

S.R. Publishing House came into existence in the year 2011 with the sole purpose to enable the young authors to contribute their knowledge and skills in the field of special education with eminent scholars and professionals from across the globe. The publishing house has published more than 200 books in the field of disability and special education and has become the pioneering publishing house in the rehabilitation and special education sector. Besides books, we conduct seminars and conferences from time to time on the contemporary issues of special education and disability rehabilitation

Besides our own publications, we supply Indian/ foreign books published by other publishers. Send us your valuable order for our publications as well as of any Indian/foreign books.

Invitation to Authors

Authors have always been the mainstay of our publishing program. We have established a relationship based on mutual trust. Our authors are sure their books will receive excellent exposure not only in India but also abroad. Aspiring authors may please write to srph22011@gmail.com, srphbooks@gmail.com

We value your interest in SRPH. Welcome!



Also available at



For Further Enquiries & Orders :



SR PUBLISHING HOUSE
(PUBLISHERS & DISTRIBUTORS)

B-39, First Floor, Aruna Nagar, Civil Lines, Delhi-110054
Email : srph22011@gmail.com, srphbooks@gmail.com
Mob No: 9953776001, 9910465522
Website: www.srphbooks.com

Branch Office • Mumbai
C-22, Indraprasth CHS, Plot No. 131
Malwani, Mhada, Malad West
Mumbai-400095

Branch Office • Kolkata
5/3, Heramba Das Lane
Kolkata-700 006



INCLUSION AND EDUCATION: A SUPPORT AND RESOURCE FOR A CHILD OF TODAY



SR PUBLISHING HOUSE
(A House of Rehabilitation Books)

Office: B-322, Upper Ground, Front Side, Hari Nagar Ashram, Near HDFC Bank, Delhi-110014
Regd: B-39, First Floor, Aruna Nagar, Civil Lines, Delhi-110 054
E-mail: srph22011@gmail.com, Website: www.srphbooks.com
Mobile No.: 9953776001, 8826404542

ISBN 978-93-82884-99-6



9 789382 884996