



DSE SYMPHONY

DEPARTMENT OF SPECIAL EDUCATION NEWSLETTER

From The Editor's Desk

Hi everybody! This is the second edition of our Newsletter DSE SYMPHONY!

We have had a very exciting time in the department in the last six months. We had a very successful 1st International Conference in Education (ICE 2019) on the theme 'Be the Difference: Equality and Equity in Education' from January 18-19 and a Pre-conference Workshop and Symposium from January 16-17, 2019.

We have set a benchmark for ourselves and we shall be working hard to maintain the tempo.

We wish to prepare a workforce of teachers who are confident, knowledgeable and equipped with skills to take on any challenges in an inclusive classroom or in a special class or in life in general.

Many skill training workshops are being organized for our trainees and they are exposed to the best resource persons across the country. Since we believe in collaborating and sharing all our workshops are open to trainees from other colleges on a very minimal cost.

In collaboration with NGO LEAP Ahead, we are running the second batch of Shadow Teaching Certificate Course. In October 2018, DSE in collaboration with Ekansh Trust, Pune, offered a one-week orientation programme in Shadow Teaching at Pune. We are redoing the course in June 2019.

To bridge the gap between availability and demand for special educators we have taken the initiative to train the existing mainstream teachers in skills that they can use to address the needs of diverse students in their class. For this purpose, we have signed an MOU with a local school Taraben Masters and with GSFC University and Deepak Foundation, Vadodara.

Keeping up with the times, constant appraisal of existing practices in the department is being done and new ideas are experimented. Recently we modified our lesson plans to meet the needs of an inclusive classroom.

When one is working with ingenuity and sincerity God takes care of the rest. We had many sponsors like the Lions and the Rotarians who helped us with their benevolence to make some infrastructural changes in Arushi. There has been a facelift of Disabled friendly washrooms and the Occupational Therapy room. With the donations of our well-wishers, we are working towards building our Resource Room in Arushi.

The Department is very happy to announce that we are conducting a UGC Sponsored Short Term Course on Pedagogic Innovations: Challenges and Transformations in Inclusive Higher Education from May 6-11, 2019. It's a great opportunity for all college and university teachers to upgrade themselves.

We are constantly striving to provide the best learning opportunities to our student trainees and the children in the Centre.

The Symphony goes on.....

Dr Sujata Bhan

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



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DSE FOLK

Letter to DSE In Appreciation

I write to you, with a completely inadequate vocabulary-set, to express my appreciation of an event that was very meticulously planned down to the smallest detail, well-orchestrated in terms of execution, and enjoyed to the fullest by every person in the room, including, but not limited to, the organizers...the girls in blue, and their gloriously innovative students...

You generated so much woman power, Sujata, that far away Down Under, the Men in Blue, actually won a whole series!!!

It was very clear, from Day 1 itself, that you had created an environment (the 3rd Teacher?) where creativity flourished and presenters were delighted to be doing what they believed in. That, in turn, made the audience sit up and take notice.. and the journey of collaboration between presenter and the presented to, started rolling.

The atmosphere was electric, vibrant with new thoughts, fresh idea, and evidence-based results swirling around the room.

What I am trying to say, rather laboriously I admit, is that I enjoyed every minute of your Conference, learnt a huge amount...and came back re-energized ready to run a marathon. This was like an intellectual health spa...soothing, restful yet energizing.

I would like to say "Cheers" to you, Preeti, Apoorva, Betty and the entire group of students who spoiled us with constant attention and affection. I will carry the image of their bright and cheerful smiles with me, for a

long long time.

Rock on my dears, rock on...with many blessings and much gratitude for including me in this rock n roll....

Dr Aloka Guha

Former Chairperson National Trust, Consultant for National and International Projects in Disability Area, Calcutta



Inclusion in Higher Education

Inclusive classrooms are ones in which teachers and students work together to create and sustain an environment in which everyone feels safe, supported and encouraged to express views and concerns. Teaching is done in such a manner that it minimises all students' experiences of marginalisation. Teachers in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence of all are valued and promoted.

Inclusion needs to apply irrespective of caste, colour, creed, economic insufficiency, sensorial, locomotor and intellectual incapability. Participation in higher education by disabled students is an issue of equal opportunities and of empowerment. Despite a wider awareness, more interest in their wider access, enactment of Acts, situation is very slow to improve in India.

In addition to methodologies of teaching and assessment, the students have identified issues related with access and use of information which is important in their learning experiences. As a student one needs to have access to library, notices, entertainment avenues, sports facilities, timelines of congregations and much more. All this is available to able bodied persons as a routine.

Now, efforts are made to make provisions as per requirements of the disabled.

What needs consideration is that in any decision which relates to the disabled, they must be partners. Many a times, someone else decides for them and implements too. Mostly their voices have not been included at decision making stage and /or to modify the decisions. Concerns related to affective domain very subtly persist: lack of friendships, difficulty in

friendships, difficulty in finding company for recreation and entertainment, emotional issues arising out of lack of readiness on others' part to be buddies, lack of avenues for recreation, a general feeling of being an alien without much of participation. In word by Keith (1996), here is an ugly and inconvenient truth it is not able people who "look after" the disabled, but disabled people who protect the abled from their own fears and confusions.

One has to cope with attitudes such as avoidance, politeness, anticipating difficulties, getting in first, taking an educator role, humour and anger. To her, people offering help or asking questions is not in itself so disempowering, it is when we know that behind these questions are a whole set of assumptions about how awful the quality of our life must be and how fortunate they are not to be us.

This may reduce with a change in attitude in self and society both. Knowledge of strengths of the disabled by self and others may assist in this change.

The support services available for students with disabilities are far from adequate and reflect some significant gaps between policy and practice. Though there is more awareness and situation is improving, but it is a bit too slow.

All the same, the fact that the disabled are seen studying in higher education institutions is a significant step.

There is hope in future. It is only a matter of time. We need to pick up pace.



Prof. Raj Kumari Gupta
Department of Education
Panjab University, Chandigarh

Inclusive Pedagogy in Higher Education

India is a multi-cultural and multilingual society and children who are different from each other on various dimensions like ethnicity, gender, socio-economic status, age, physical abilities, interests, religious beliefs, political beliefs, or other ideologies to quote some study together.

With the advent of Rights to Education Act, 2009 and Amendment Act, 2012, more and more children having diverse learning needs are being enrolled in classrooms. The policy of

inclusion in our education system underscores the importance of participation of all children in the learning processes and activities in school and even outside school. Presently, in schools the teacher may select some students again and again and ignore others leading to disappointment, lack of confidence and poor self-concept of those ignored children.

The Greek philosopher, Aristotle, once said that "things that are alike should be treated as alike, whereas things that are unlike, should be treated unlike in proportion to their unalikehood".

In the present classrooms pedagogy is the central issue as not only teachers have to address individual differences that lead to diverse learning needs but also to improve learning and learning outcomes for all by making the students feel welcomed, valued, challenged and supported in the learning process.

In addition, there is a high teacher pupil ratio conditions leading to a more urgent need to define teaching approaches that suit the needs of all children.

When we talk about inclusive pedagogy, we are talking about effective teaching in the classroom that takes into consideration the individual needs of all children including children with disabilities and learning difficulties. According to the National Curriculum Framework (NCF), 2005, learning is a process of the construction of knowledge.

Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them. It goes further to say that collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality. In this context the teacher must assume a more active role in relation to knowledge construction in which children are engaged.



Prof. Anita Julka
Department of Education of
Groups with Special Needs
and Inclusive Education Cell
NCERT, Delhi

ICE 2019 - Be The Difference: Equality and Equity in Education

There were more than 45 distinguished speakers from the USA, UK, Iran, Dubai, Malaysia and different parts of India who deliberated on various issues related to global and local education. We had a total of 166 registrations for ICE 2019. The Vice chancellor Prof. Shashikala Wanjari presided over the conference.

One of the most unforgettable moments in the conference was felicitation of the revered Dr Yashu Mehta, Prof. Smriti Swarup and Prof. Dharmishta Mehta for their great contribution to the department.

The B.Ed. Students put up a fantastic show in the Cultural Nite and enthralled one and all.



MOUs

Under the MOU with GSFC University and Deepak Foundation, Vadodara, one of the activities undertaken is the development of a training module in special education for mainstream teachers by the faculty at DSE. We will be soon conducting the training for the local teachers in Gujarat in Inclusive Teaching in June.

We are conducting sessions with the children of Taraben Masters based on the theories of Movement and learning to help develop language skills.

We are also extending our help to the teachers

and students in assessment and intervention for children who show any learning challenges.

Workshops

Universal Design for Learning

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know.

Take away for participants from the workshop

- Complete understanding of UDL as a classroom technique.
- Ideas for class transactions
- Micro-teaching of a UDL lesson with special focus on learning diversities.

Come & Experience hands-on learning, practical application, innovative methods and much more ..



Resource Person

Ms. Manjushree Patil is the Founder Director of Aatman Academy an inclusive school, ranked among the top ten schools in India. She holds a B.Ed. and M.Ed. degree in Special Education from Department of Special Education (DSE), SNDT Women's University. A recipient of the Americans with Disabilities Act Anniversary Fellowship on Inclusive Education, by the US State Department of Education at the University of Minnesota. She has been an Advisor, Consultant and Chief Trainer for a yearlong statewide programme on Inclusive Education with the Government of Maharashtra.



Thinking & Learning are not all in our head.

DSE Smart Moves

Sp. Ed Dept. SNDT Women's University, Juhu

27th September 2018 - 10am - 2pm

Fees: 500.

Register for this workshop & explore this premise with our movement professional.

Mounting Evidence shows that movement is crucial to... brain function, including memory, emotion, language and learning... [Our] 'higher' brain functions have evolved from movement and still depend on it.

Minaz Ajami is a licensed Brain Gym® Consultant & Instructor. Masters in Sp. Ed (LD), Co-founder of Leap Ahead Assessment & Learning.

Ms. Aarti Ohri
Master Trainer, Principal Rejoice International School

Ms. Ohri has over 25 years of experience in teacher training in the fields of child psychology, special education and creative arts. She is very passionate about teaching and life in general. A jovial person, she looks forward to overcoming life's challenges and empowering women.

DSE, SNDT WU organizes WORKSHOP ON TEACHING LEARNING MATERIAL (TLM)

Enjoy. Explore. Experiment.

23rd March 2019
09:00am to 5:00pm

Venue:
Department of Special Education (DSE)
SNDT WU, Juhu Tara Road
Santacruz, Mumbai

Fees: Students 200/-
Professionals 500/-

Contact us on
9709050800
Ms. Betty Abraham

About the Resource Person

Dr. Ragini Mahesh has a Post-graduation in Social Work from Mumbai University and a Doctorate in Management from IIM, Ahmedabad. She has over 3 decades of work experience in the Social Development Sector, with a special focus on the Strategic Management of NGOs, and the use of Qualitative Research for the study of social problems and programs. She worked as faculty at TISS, Mumbai till 2011 and then initiated an organization, Knowledge Whiteboard to develop NGOs as effective change agents through the process of Strategic Management.

Workshop Coordinator:
Sujata Bhan
In-charge of Special Education
022-26602307
rnsd@gmail.com

A 6-DAY WORKSHOP ON QUALITATIVE RESEARCH

October 4-6 & December 6-8, 2018
(in 2 parts of 3 days each)

Venue: Department of Special Education, SNDT Women's University, Juhu Campus, Mumbai 400049

Department of Special Education, SNDT Women's University & Leap Ahead Assessment and Learning Centre
announces **ONCE AGAIN BY POPULAR DEMAND**
CERTIFICATE COURSE IN SHADOW TEACHING

What is Shadow Teaching?
Shadow Teaching is a professional service offered to support the student with special needs in an inclusive classroom.

Weekend Course - Classes begin from February 16th, 2019

Course Objectives:
After completion of this course, participants will be able to develop:
Knowledge of various disabilities
Understanding of the concept of inclusion
Competencies of a shadow teacher

Course Coordinators:
Dr. Sujata Bhan, Professor and Head, Department of Special Education, SNDT WU
Mobile: +9820167470 Email: sgedndt@gmail.com
Mrs. Minaxi Ajani, M.Ed. Sp. Ed (LD), Co-founder Leap Ahead Assessment Centre
Mobile: +919620035595 Email: jagahed13@gmail.com Website: www.leapahead13.com

DURATION: 3 months
56 Hours Theory + 54 Hours practicum

VENUE: Dept of Special Education, SNDT Women's university, Juhu.
Fee: 15000. Eligibility: Women with minimum qualification of HSC

HURRY!! LIMITED SEATS



Department Publications

- ❖ Book of Abstracts of research papers presented in ICE 2019, February 2019

Faculty Publication

- ❖ Mishra, P. (2018). "Curriculum for Persons with Learning Disabilities in Inclusive Setup", Chapter in a Book- Inclusive Education for Persons with Disabilities-A Methodical Guide, Eds. Mumtaz Begum and Ratan Sarkar. ISBN 9788184356168. Adhyayan Publisher and Distributors, New Delhi, PP. 152-164

Faculty Participation

- ❖ All the faculty members of DSE presented research papers in the 1st International Conference in Education with theme 'Be the Difference: Equality and Equity in Education'

Sujata Bhan:

- ❖ NAAC Peer Team Member to assess and accredit National Institute for Empowerment of Persons with Disabilities, September 24-25, 2018

- ❖ Bhan S. (2018) Review of draft document of UNESCO - "A comprehensive review of implementation of the RTE Act 2009 and RPWD Act 2016 from the perspective of Children with Disabilities (CWDs) – case studies on the interpretation and implementation of the Act and its effectiveness in ensuring full inclusion of CWDs"

- ❖ Resource person for developing 'Index for Inclusion', organized by DGCEN, NCERT, March 2019

Preeti Verma :

- ❖ Verma P. (2018). Women and Disability: Creating Opportunities for Social Inclusion, International Conference on Women Studies and Gender Studies, Institute of Academic Researchers, Srilanka and SNDT Women's University, India, Sept 27-28, 2018

- ❖ Attended 'Train the Trainer Workshop for IQAC Coordinators', organized by RUSA and IQAC Cluster Maharashtra in association with KC College, Mumbai, Oct 4-8, 2018

- ❖ Participated in the workshop for 'Evaluation of Inclusive Education Good Practices' under PAC approved project titled 'Documenting the good practices adopted by states for implementation of Inclusive Education (IE) under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) at NIE, NCERT, New Delhi organised by the Department of Education of Groups with Special Needs, NCERT, Oct 30-31, 2018.

Apoorva Panshikar :

- ❖ Member of BOS, Foundation Course at Sophia College for Women, September 28, 2018

- ❖ Invited speaker for one day National Seminar "Innovation in Pedagogy for Effective Teaching-Learning" on 'Teaching for Diversity and Inclusion' organised by Pillai HOC College of Education, Rasayani, December 15, 2018

- ❖ Panshikar A. (2019), Inclusion of Persons with Special Needs in Higher Education, National conference 'Special Needs & Learning Support in Inclusive Education', Department of Special Education, School of Education, Avinashilingam University, Coimbatore, March 18-19, 2019

Yukti Gupta :

- ❖ Gupta Y. & Gupta N. (2018), Effect of Dance Movement Therapy to build Socialization among Children with Disabilities and Non-Disabilities in an Inclusive Set up, 5th International Conference on Inclusive Education, Amar Jyoti Charitable Trust, New Delhi, November 28-30, 2018

❖ Gupta Y. (2018), Play for All: A Creative Input, 5th International Conference on Inclusive Education, Amar Jyoti Charitable Trust, New Delhi, November 28-30, 2018

❖ Gupta Y. (2019), Creating Inclusive Classrooms through Multiple Intelligence for Students with Visual Impairment, Avinashilingam University, Coimbatore, March 18-19, 2019

Kanchana Roy:

❖ Roy K. (2019), Response to Intervention & Mathematics, Avinashilingam University, Coimbatore, March 18-19, 2019

❖ Resource Person for RCI approved 3 day CRE program "Mathematics for Primary School" held at Victoria Memorial School for the Blind, October 2018

Alumini Allegro

The B.Ed. Spl. Edu. course offered at DSE, SNDT WU is a comprehensive program, starting from basic concepts to taking the learning into classrooms, as educators. I am grateful to the program which I had undergone in the year 1999, with such eminent professors leading the path. The main takeaways from the program are, 'The Child is a child first', 'Always be prepared for more, since every child is unique and may achieve more than we assume', 'Be involved but detached, to be able to give your best to the child', and, 'Be watchful of the new learning the child brings along, to build on what you wish to train'. It has been a wonderful journey of 18 years, with an opportunity to work with kids at Arushi Learning Centre, to working with prestigious schools and organisations, in different capacities, I have gained valuable experiences that today I am on the threshold of launching my own organization 'Cheerful Children'. I wish to thank my professors who have been a great inspiration and support to my work and initiatives.

Archana Rao (B.Ed. Spl. Edu., Class of 1999-2000). Special Educator, Founder Cheerful Children

I enrolled in the B.Ed. Spl. Edu. program not knowing what to expect. My interest in the course was spiked by someone from SNDT who came to my college to tell about the course. Once the course began it was quite a rigor with many very well-known professionals and practitioners who came and taught us. For me the blend of theory and practicals was excellent and really helped me to be ready for the challenges I would face in the real world.

In my journey of founding Sol's ARC to now working on scaling it across India, the lessons I learnt during my college kept coming back to me and keeps pushing me ahead through hard times and good ones. Being a part of the prestigious alumni of SNDT Special Education Department really makes me proud.

Sonali Saini (B.Ed. Spl. Edu., Class of 1997-1998). Special Educator, Founder, Sol's ARC

When I enrolled for my B.Ed. in Spl. Edu. at SNDT, I had no background in education and was a media professional, having worked in television for 14 years. The B.Ed. programme was an eye-opening experience for me, which introduced me to a whole world that I didn't even know existed till then. Apart from all the academic knowledge that I gained in the two year programme, I was exposed to several schools and organizations doing incredible work in the field of special education. I also had the opportunity to observe some of the best practices and techniques, receive hands on experience working with children with a range of needs, and inculcate a sincere passion for the profession. The knowledge and experiences I was able to gather created a strong foundation for me, which I am now able to apply as a Language teacher at Gateway School of Mumbai.

Mariam Munir (B.Ed. Spl. Edu., Class of 2015- 2016). Special Educator, Gateway School of Mumbai

Launchpad

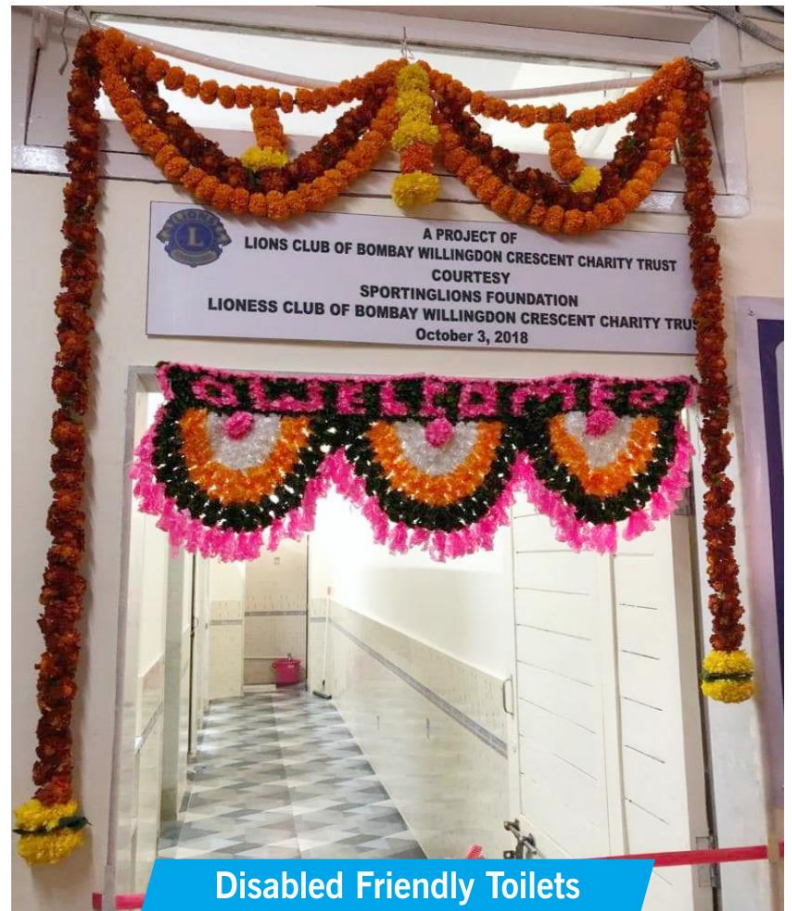
We are happy to announce the launch of our website www.dsesndtwu.in Check it out !



1st Sports Day



Exhibition cum Sale @ Infinity 1



Disabled Friendly Toilets



Disability Day Celebration



Visit to a Flower Show



Upgradation of the Occupational Therapy Room

All about Pratham

Every parent wants their child to read and write. It is difficult for our children to cope in the formal education system. The NIOS (National Institute for Open Schooling) board introduced the OBE (Open Basic Education) program as an alternative educational program, equivalent to the Elementary Education Program of the formal education system under which Pratham is registered.

Pratham with a vision of 'Every child in school and learning well' is ideal as it provides our children with an opportunity to equal and approachable learning.

In order to provide an inclusive platform for education, Pratham has designed the program including special adaptations to the content for children with special needs. Concessions and considerations on assessments and procedures are also provided as per the need of the child. Children with special needs are beneficiaries under Pratham. To register they must be at least 8 years of age but there is no upper limit.

Pratham has developed its own content- text books and worksheets based on the curriculum.

The OBE Program is offered at three levels 'A', 'B' and 'C' equivalent to Std III, Std V, Std VIII of the formal education system respectively.

Subjects include English, Math, EVS, Computers, Prevocational skills at A and B level with an addition of foundation course and vocational course at C level. Along with this the child also has skill based assessment in any one extracurricular talent he or she possesses.

At Arushi we have a separate class for children appearing for Pratham exams at various levels. We prepare the children to score well in the exams using Pratham text books and workbooks but also provide a lot of audio visual aids, explanations, worksheets so that the child is able to comprehend the content and learning to take place. The teachers also provide support in the form of readers and writers during exams as per the requirement of the child.

We have many children who have passed the Pratham exams at various levels with flying colors and we will continue to do so in the future too.

Ms. Anushka Vanvari

Special Educator, Arushi



IN THE WORKS @DSE

❖ **Pedagogic Innovations: Challenges and Transformations in Inclusive Higher Education; (May 6-11, 2019)**

This is a short term 6 day Short Term Course organized by HRD UGC, RUSA, Mumbai University for college and university teachers. It is an amalgamation of academia from around the country to deliberate on issues related to quality and excellence in inclusive higher education.

❖ **Workshop: Inclusive Classroom Strategies: 3 P.L.A.Y (May 10, 2019)**

The workshop is based on Educational Kinesiology principles such as Movement Based Learning and Rhythmic Movement which includes simple strategies to turn obstacles into opportunities.

The resource person is Ms Phoebe Long, Founder Breakthru Academy, Malaysia.

❖ **Department Publication (May 2019)**

Book titled 'Be the Difference: Equality and Equity in Education'. Published by SR Publishing House, New Delhi.

❖ **Seminar on the Crispiani Method (June 26, 2019)**

Based on Praxic-Motor Theory (PMT), this method was developed by Prof. Piero Crispiani and Dr Elenor Palmieri in Italy.

The duo themselves, will help participants understand the Crispiani Method of intervention for Dyslexia and Dyspraxia. This method involves exercises with music, rhythm and sequential motor training.

❖ **Short Term Certificate course on 'Holistic Development of a Child (July 6, 2019)**

A 3 month weekend course to prepare educators to understand children holistically and work with them using techniques like REBT, CBT, Play, Art, Drama and Storytelling. Highly qualified and experienced resource persons will be leading and guiding the participants of this course in their journey in understanding the whole child.

Credit : Betty Abraham