



DSE SYMPHONY

DEPARTMENT OF SPECIAL EDUCATION NEWSLETTER

www.dsesndtwu.in

From The Editor's Desk

Hello friends sorry for a little delay on our part for the release of this issue of DSE Symphony. Well, this sudden pandemic followed by the complete lockdown sent us all into a tizzy. Were we prepared for it...well, not at all! It has been a very tough time for all of us and we are still struggling to come to terms with this 'Post Covid 19 normal times'.

The last six months have been challenging and rewarding both, for DSE. The third batch of 25 students of Shadow Teaching Certificate Course passed out in March 2020. The chief guest was Mr T. J. Ravishankar, Director, J. N Tata Endowment for the Higher Education of Indians. Delighted with the outcome of the course Mr Ravishankar assured us of continued support of Tata Trusts.

We had a very successful Three-Day National Conference in February, on the theme 'Addressing Environmental Barriers and Universal Design'. The Conference had a pan India representation and was attended by over 150 participants. It provided a platform for having conversations around inclusive education. Papers were presented on challenges faced and strategies that could be used for including all in our classrooms. Best inclusive education practices were presented by a few mainstream schools of Mumbai. Persons with disabilities shared their own journey with the participants in a panel discussion. Dr Mithu Alur, Founder Chairperson of the Spastics Society of India, now called ADAPT, graced the valedictory ceremony.

Students, our frontline workers made this conference a memorable experience for all our expert resource persons who had come from different parts of the country and abroad. Humility and hospitality of our students touched their hearts. At DSE we train our students not just to develop their cognitive domain but a lot is done to apt to

the tech strengthen their affective domain.

As we were gearing up for our term end, the sudden lockdown threw new challenges at us. It did not take long for us to a teaching. Our students quickly adapted to the online learning mode. Teaching faculty attended trainings in use of ICT tools for teaching and evaluation. The theory and practicum had to be revisited to suit the changing mode of transaction. Arushi teachers also created online platforms to connect with children and with the support of parents continued with online teaching.

The Department of Special Education anticipating the potential mental stress of its staff and students, started organizing online social activities for them. To alleviate the sense of loneliness and control the impact of stress caused by confinement at home for an extended period of time, activities like online Antakshari and House were done, to name a few.

We had an online campus placement in May 2020. It is a matter of pride that we had international placement for three of our students as special educators in an inclusive school: Dubai Scholars Private School, Dubai

All around there has been an influx of webinars so DSE thought of doing something meaningful too. A project was undertaken to help parents of children with disabilities who were grappling with the situation caused by disturbed routine of their children. 4 webinars were conceptualized and executed by our students under the supervision of teaching faculty for about 140 parents. Themes like managing behaviors, recreation and play, respite care and vocational avenues were addressed in these webinars.

The department also organized a six-day online Faculty Development Programme in collaboration with Rehabilitation Council of India on the theme, 'Research in the Changing Landscape of the Education System'. With the technology support from MERF Institute of Speech and Hearing, this was a unique first of its kind programme which had 23 sessions followed by online evaluation after each session. Member Secretary, Dr Subodh Kumar was the chief guest for the inaugural ceremony and Prof Richard Rose, Emeritus, University of Northampton, UK, was the Chief

Guest for the Valedictory ceremony. We were privileged to have Prof Umesh Sharma, Academic Head (Educational Psychology and Inclusive Education), Faculty of Education, University of Monash, Australia as our keynote speaker. Hon'able Vice Chancellor SNTD WU Prof. Shashikala Wanjari presided over the inauguration. There were 257 registrations from across India for the FDP. All the participants were extremely happy and satisfied with various aspects of quantitative and qualitative research covered in six days by renowned experts.

DSE is constantly striving to better itself in its pursuit of excellence. Evolving with the changing times raring to go....

Dr Sujata Bhan
Professor and Head
Department of Special
Education, SNTD WU



In This Issue

DSE Folk

- ❖ Mr Frank Scaecelli
- ❖ Prof. Preeti Verma
- ❖ Dr Hemlata
- ❖ Dr Shyamala Dalvi

DSE Beats

- ❖ Publications & Participation
- ❖ DSE Events Collages
- ❖ Alumni Allegro

DSE Swansong: Bidding Adieu

- ❖ Prof. Preeti Verma
- ❖ Arushi Teachers: Anushka, Prajakta & Mamta
- ❖ B.Ed (Sp. Ed.) Class of 2018-20 & PG Diploma (Mgmt. of LD) Class of 2019-20

DSE Pulse

- ❖ Arushi Events
- ❖ Our Journey in Arushi

In The Works

- ❖ Webinars on Inclusive and Special Education
- ❖ Workshops on Remediation Strategies for Learning Difficulties
- ❖ Online Workshop on Irlen Syndrome

Emerging Trends in Education Educational Change with Immediate Effect

As I write this article on emerging trends in education, in the midst of a Covid-19 school shut down, it is evident that technology in the form of online learning is the future of education.

The struggle to find solutions to this global educational situation, puts us in a unique position to observe that technology actually is comforting us during this uncertain time. A few short months ago, we would hear predications like, "machine to machine learning is going to redefine career paths and eliminate jobs". Now, we may be reassured by the fact that machines run our transportation systems, or our water supply, as we begin to face more and more shutdowns and isolations in an effort to curb Covid-19. In 2018, The World Economic report on the future of jobs, predicted that by 2022, machines will account for 42 percent of work hours, compared to 29 percent in 2018 (IMF, 2018).

School systems around the world are shutting down for short periods of time to reset, online distant learning is emerging as a powerful option to keep our children learning. Perhaps not so surprisingly we are finding this transition easier than we thought. This should not have surprised us.

Today's learners are different from the learners of their parent's generation, yet most of our educational systems are predicated on an industrial model from a different form of society (Duncan, Arne, 2010). A system that was created to deliver content, based on the number of hours' children were in school, with an assessment system based on the ability to recall information rather than true authentic learning.

Today's learners are more impatient than in the past. They demand information quickly and instantly. Feedback must be immediate and relevant. They are very adept with technology. In fact, they prefer technology in their learning process. Today's students born roughly from 1995 on are true digital natives. Generation Z, as they are called, from their earliest days, have been exposed to the internet, to social networks, and to mobile systems. This has

produced a “hypercognitive generation”, resourceful and comfortable with on line learning (Francis & Hoefel, 2018). Generation Z are more open to a variety of themes not necessarily aligned with the broader belief, they are more interested than previous generations, in matters of human rights, the environment, sustainability of the planet, race, gender and ethnicity. They tend to be more realistic than idealistic, and they expect access to evaluate things before making decisions. They see the world from radically inclusive eyes. They value and utilize the high level of mobilization that technology makes possible. They thrive in online communities, especially those that cater to a variety of causes and interest, and prefer to belong to many groups (Kleinschmit, 2019). Educational institutions will need to understand these commonalities in order to better serve these students.

The push to distance learning with immediate effect has happened. It is no wonder that as schools around the world are moving to distance learning, they are finding that this transition has been relatively smooth. Our students have been waiting for this for some time now. Our teachers, intrinsically motivated, are tasked with the challenge of retooling themselves to provide the best learning for students. Technology is allowing teachers to individualize the learning experience with the use of digital learning platforms that utilize Artificial Intelligence, augmented reality and interactive applications. They have transformed the way they teach to delivering authentic learning experiences rather than being solely the deliverers of content.

Frank Scarcelli
M.Ed. - School Administration
Special Education Specialist
Head of School
Dubai Scholars Private School, Dubai



Reshaping Education Post Pandemic

The education landscape has dramatically changed in the past few months due to the spread of the coronavirus (COVID-19), leading to the total closure of schools, colleges and universities, affecting educational systems worldwide. At present

no one knows what the long term impact of this would be on education. To mitigate the immediate impact of closure of educational institutions, governments across the world, are trying to facilitate the continuity of education for all through remote learning, especially the more vulnerable and disadvantaged communities.

As we track future transformations in education in the new emerging scenario, the realities are so juddering, which cannot be ignored. Academic schedules have been radically disrupted, which may upset not one but probably two academic cycles. Most students have limited computer access, erratic Wi-Fi, expensive data cards, stressful for teachers and parents who were not used to working with technology, and parents coping with work 'for and from home' along with the online educational demands of their children.. Educational organisation in a situation like this, tried their best to adjust and adapt to the new normal. Many new learnings, new perspectives, new trends will emerge as we head into The Great Unknown.

Students changing aspirations, will have a lasting impact on the trajectory of learning innovation and digitisation. Online teaching and learning have become a reality, this trend may continue long after the worst of Covid-19 has subsided. Blended learning pedagogies like flipped learning or at least a digital learning platform was hurriedly put in place for students of class 1 to higher education. Even though most of the organisations that were running online classes may have had a digital classroom for a very long time, but no educational organisation had a ready digital strategy, pedagogy for online classes. This unexpected trust of education with technology seems to be having exciting possibilities.

Learning has to revolve around imparting the right skills that help one stay resourceful in the long term. This will result in new trends coming up in a post-Covid-19 world that will positively impact the higher education domain. The online teaching pedagogy would now focus on collaborative learning and quality of e-resources. We need to stay relevant now and in future.

Community-based learning and Individualised or personalised learning may soon catch up. As student cohorts begin to enrol for online programmes, especially from undeserved

locations and communities, the sharing of learning and experiences will peers will trigger bigger expansion of online education. Public-private partnerships can promote seamless education facilities. Beyond the government funded projects, private stakeholders can augment education delivery through online learning in regions that do not yet have a digital footprint.

Change is on the way but those in pivotal positions will have to ensure that its benefits percolate to the benefit of all, It will be interesting to see how these trends revolutionise the higher education domain.

Prof. Preeti Verma

Former Head

Department of Special
Education, SNDT WU



Changing Scenario for Education of Children with Disabilities

Access to education is the first stage in overcoming the exclusion of persons with disabilities from the mainstream. The challenging task was to bring a shift in public perspective and values, so that diversity is cherished. In last decades the developments in the western and eastern countries have created a great impact on the education of persons with disabilities all over the world. The world has witnessed more radical changes and the integration paved the way to inclusion after the International Declarations such as Jomtien World Conference on Education for All (1990) and Salamanca Statement (1994). Over the years UNCRPD and RPD Act 2016 has also emphasised on inclusion and mainstreaming of persons with disabilities into the education system.

Inclusive education differs from previously held notion of 'integration' and 'mainstreaming,' which tended to be concerned principally with 'special educational needs' and implied learners changing or becoming 'ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept

and ensure this right. It is thus about rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restructuring school policies, curricula and practices so that all learning needs can be met.

India also witnessed the evolutionary changes in the education of children with disabilities. Initially the excluded children got entry into segregated school and later being able to benefit from integrated education. Now, inclusive education is set out to fulfil the needs of learners within the classroom of the school with some additional support. Inclusive schools is providing an effective education to the majority of children and improving the efficiency and ultimately the cost-effectiveness of the entire education system. The special schools are taking care of the needs of children with severe and profound disabilities with the skills to take care of the needs of children with special needs.

Nowadays the policy makers and the professionals are also talking about the Cross-Disability Approach. It is an approach that does not distinguish between types of disability. It comprehensively takes into account all different kinds of disabilities together and promotes collective planning. In this approach focusing on particular subgroup should be avoided because "distinction often leads the most vulnerable people to further stigmatization". The cross-disability movement has rainbow approach to include all those who are given a disability label. In fact some have named it the movement of the dis-labled.

I feel all these developments are complementary to each other and this spirit will go a long way in establishing a base for the harmonious growth of services for persons with disabilities in India

Dr Hemlata

Director I/C

National Centre for Disability
Studies, IGNOU



'A TEACHER IS ONE WHO MAKES
HIMSELF PROGRESSIVELY
UNNECESSARY.'

—Thomas Carruthers

Learning During COVID 19 Lockdown

COVID 19 has turned everyone's lives topsy turvy. No one was prepared for this. No one knew what it would mean to be in a state of lock down, no one still knows what to expect in the coming days, months. The new norm seems to be- children and parents working online, everyone pitching in with the household chores, no ordering food online, no meeting anyone, etc at least for some time. Though we are slowly getting used to this way of life, there are times when we get overwhelmed with the situation, especially when it comes to our child's learning. Is my child learning enough? Will my child forget everything? How will I do all the things that the teacher was doing in school? Or for that matter how will I do the therapies!!

Well, you aren't alone. Everyone in the education sector today is grappling with this issue. They too working towards ensuring that education of children doesn't get adversely affected due to the pandemic. Online classes, recorded sessions, online worksheets, online homework etc. are the new substitutes for physical classes.

However, it is important to remember that listening to a teacher wearing headphones over the laptop/phone/desktop does not give the child the same experience as that of an actual class. Moreover, neither teachers nor the students nor their families are experienced in this kind of learning. Since this is a new experience, teaching learning experiences should also be adapted, should be different. We cannot continue trying to teach traditionally in a new environment.

Therefore, during this period, I believe it is important to teach our kids skills that are essential for life rather than focusing on completing portions (and making their screen times hit the roof in the process!). Self-confidence and self-awareness, thinking skills, problem solving, organization, self-help techniques, conversation skills, reading and empathy, are just some of the important skills that children need to learn, and this lockdown provides a golden opportunity to teach them. Reading and listening to stories, cooking and playing together, doing household chores as a family etc. are just some of the ways in which our kids can

ingrain these essential skills and develop their personalities. After all, when you think about it, these are the 21st century skills which are most essential for success in life.

Dr Shyamala Dalvi
Lead, Inclusive Education
ZEE LEARN



DSE BEATS

Faculty Publications

Prof. Sujata Bhan

❖ Bhan S. (2020) Family of A Child with Visual Impairment: Challenges and Coping Mechanisms, Chapter in, Visual Disability, A Resource Book for Teachers, publishers; National Institute for Visually Handicapped, Dehradun. ISBN 978-81-932128-0-6.

❖ Bhan S. (2020) Assessment of Children with Visual Impairment, Chapter in, Visual Disability, A Resource Book for Teachers, publishers; National Institute for Visually Handicapped, Dehradun. ISBN 978-81-932128-0-6.

Prof. Preeti Verma

❖ Wrote a chapter on "Addressing Roadblocks to Inclusion in Education" in the book titled – Ms How and Me, Notion press.com, Chennai, ISBN 978-1-64733-979-1, 2019

Academic Participation

Prof. Sujata Bhan

❖ Invited speaker to present on, 'Classroom Strategies for Inclusive Education' in a National Webinar on Learning Environment for Inclusive Education, organized by Indian Institute of Teacher Education in association with National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), May 21, 2020

❖ Invited as an expert by RCI to assess 'The study on Utility of WHO Online Courses on COVID-19', May, 2020.

❖ Member NAAC (National Assessment and

Accreditation Committee) Peer Team to assess and accredit Banasthali University, Rajasthan, March 3-5, 2020

❖ Invited speaker to present on, 'B.Ed. Curriculum; SLD and its Challenges', at 'SLD Policies & Practice National Conclave 2020', Organized by Maharashtra Dyslexia Association, February 8-9, 2020.

❖ Invited as Expert Committee member by RCI for a meeting on 'Roll of RCI in Future of Inclusive Education in India' to be presented at Department of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India, February 7, 2020.

❖ Keynote speaker to present on, 'Universal Design for Learning & 21st Century Learning', at 85th National Convention of Education of the Hearing Impaired, NCED Gujarat Chapter, Vadodara, February 6, 2020

❖ Invited to chair a plenary session on 'Inclusive Education' and be a plenary speaker to present on 'Early Childhood Education: A Whole Child Approach', at International Conference of ICEVI West Asia and Sense International at Kathmandu, Nepal February 16-18, 2020

❖ Keynote speaker to present on, "Addressing LD: Using Metacognitive Strategies", in an international Dyslexia Conference organized by Department of Special Education, University of Tuscia, Viterbo, Italy, December 6, 2019

❖ Keynote speaker to present on, "Inclusion of Children with Autism in India", in an international Conference organized by University of Macerata, Italy, on the theme, 'Boundaries of Autism Spectrum' on December 5, 2019

Prof. Preeti Verma

❖ Interviewed by Forbes India for the article on 'online learning', June 2020

❖ Invited speaker for session on 'Barriers in Learning' for online training programme on 'Inclusive Education :Best Practices', organised by CEMCA and NSOU, Kolkata, May 20, 2020

❖ Brain gym program level 301, by Breakthroughs International, Malaysia, organised by LeapAhead, Mumbai, May 2020

❖ Short term course in 'ICT Tools for Online Learning' organised by Department of Education Technology under Pandit Madan Mohan Malviya National Mission on Teachers

and Teaching scheme(MHRD) & IQAC, SNDT Women's University, Mumbai. April 20 to 28, 2020

❖ Short term course in 'Action Research' organised by IQAC , SNDT Women's University, Mumbai. April 3 -6, 2020

❖ Invited speaker for seminar on 'Assessment and Management of Children with Non Verbal Learning Disabilities', organised by Department of Education, Panjab University, Chandigarh under CALEM, PMMMMNTT scheme of MHRD. Dec 9, 2019

❖ Invited Speaker on 'Diversity & Inclusion: the two mainstays for Inclusive Education' for state conference, organised by Aditya Birla Education Trust, Mumbai, 22nd Nov 2019

❖ Invited Speaker for session on 'Unlocking Potential : Inclusive Strategies For Students With Learning Disabilities, for the National Conference "Independent Living and Sustainable Development of PWIDs" organised by National Institute for the Empowerment of Persons with Disabilities (Divyangjan) (NIEPID) at Kolkata, 22nd and 23rd November 2019

Ms Apoorva Panshikar

❖ Attended national workshop 'ICT for Online Learning' conducted by Department of Education Technology, SNDTWU under PMMMMNTT scheme of MHRD (April 20-28, 2020)

❖ Invited speaker on 'Understanding Inclusive Education' at IQAC, SVT College of Home Science, Mumbai organized national seminar 'Reinventing learning spaces' (March 2 - 3, 2020)

❖ Chakraborty, S., & Panshikar, A. (2020). 'A Comparative Study of Students' Perception of Their Classroom and Resource Room Teachers with Respect to The Use of DI' Received best paper award at DSE, SNDTWU organized National conference on 'Addressing Environmental Barriers and Universal Design' (Feb 27 – 29, 2020).

❖ Invited speaker on 'Treading the Path called UDL' at DSE, SNDTWU organized National conference on 'Addressing Environmental Barriers and Universal Design' (Feb 27 – 29, 2020)

❖ Resource person on 'Dyslexia' in a programme 'Assessment and Management of

Children with Learning Disabilities' organised by Department of Education, Panjab University, Chandigarh under CALEM, PMMMNMTT scheme of MHRD (Dec 4, 2019)

Ms Yukti Gupta

- ❖ Attended FDP on Qualitative Research from June 1 to 6, 2020 organized by BTTC, HSNC University & Department of Education, MU
- ❖ Attended 2-week Online Training Programme on Inclusive Education: Best Practices from May 17-31, 2020 organized by Centre for Disability Studies & Educational Research (CDSER) and Netaji Subhas Open University (NSOU), Kolkata, West Bengal.
- ❖ Attended FDP on Educational Research from May 12 - 16, 2020 organized by BTTC, HSNC University & Department of Education, MU
- ❖ Attended FDP on ICT Tools for Teaching, Learning and Assessment from May 12- 14, 2020 organized by Chaudhary Bansi Lal University & Akhil Bhartiya Rashtriya Shaishik Mahasangh
- ❖ Gupta Y. (2020), Assistive Technology Implementation among Children with Visual Impairment having Additional Disabilities, Addressing Universal Design & Environmental Barriers, February 27-29, 2020

Ms Betty Abraham

- ❖ Attended Online Workshop on Educational Kinesiology 301 In-Depth -The Seven Dimensions of Intelligence Brain Gym 301 from April 18 – May 5, 2020 organised by Breakthru Academy and Leap Ahead Assessment and Learning Centre
- ❖ Presented a paper titled 'Art Based Strategies to Develop Writing in Inclusive Classrooms' at DSE, SNTD WU organized National conference on the theme 'Addressing Environmental Barriers and Universal Design' (Feb 27 – 29, 2020)

Ms Kanchana Roy

- ❖ Roy, K (2020). Universal Design for Learning and Response to Intervention - Can they supplement each other? Paper presentation in the National Conference on 'Addressing Environmental Barriers and Universal Design' organized by the Department of Special Education, SNTD WU, Mumbai, February 27-29, 2020
- ❖ Participated in a five-day national webinar

series in 'Knowledge Generation in Education during Covid 19 Pandemic' held from 12th May - 16th May 2020 organized by Bombay Teachers' Training College, HSNC University, Department of Education, MU

Ms Sunanda Chakrabortee

- ❖ Chakraborty, S., & Panshikar, A. (2020). A Comparative Study of Students' Perception of Their Classroom and Resource Room Teachers with Respect to The Use of DI.
- ❖ Attended National Webinar on Knowledge Generation in Education during Covid 19 Pandemic from May 12 - 16, 2020, organized by BTTC, HSNC University & Department of Education, MU

All Faculty members attended the FDP on Research in the Changing Landscape of the Education System from June 8 -13, 2020 organized by Department of Special Education, SNTD Women's University



Campus Placement

Department of Special Education
SNIT Women's University
 Invites
Interested
Schools/Organizations/
Institutions/Clinics
for
Online Campus Placement
 on
Date: May 26, 2020
Fees: Rs 1000/-
 To Register, fill and submit the form
<https://forms.gle/gTQ5VdkgfRfR8Du2e6>
 For more Details, Please contact
Campus Placement Coordinator
Ms Apoorva Panthkar
 Contact No: 9820807566
 Email ID: spednit@gmail.com
 Website: www.dseindia.in

It was really amazing activities done by resource person. **Lovely Rani (Parent workshop)**

Excellent workshop. Need such workshops in regular intervals. **Sonali Potnis (Parent workshop)**

Thanks a lot for the information as this has given us hope that something is in stored good for our child as well. **Monika Trakroo (Parent workshop)**

1st Online FDP Accredited CRE Status (June 8 - 13, 2020)

Department of Special Education
SNIT Women's University
 Organizes
Faculty Development Programme
 in collaboration with
Rehabilitation Council of India
 on
'Research in the Changing
Landscape of the Education System'
June 8-13, 2020

Online Lectures via Skype & Google Classroom

Online Webinars for Parents by B.Ed Sp. Ed. (ID) 2nd yr. Students

ACTIVITY 1
Life of a Plant

ACTIVITY 2
RESPIRE CARE

Now that you know what is respite care, do you think it is important?

Understanding challenging behaviours at home

Online Social Activities

IT'S HOUSE TIME!
 ONLINE 2020
 DATE: APRIL 2, 2020
 5:15 PM - 6:00 PM

Participant Feedback for DSE Programmes

I am basically from ID field did BMR from NIMH, MDRA, MEd SE MR, MSW and working in the field for 17 yrs. But I have never attended such a wonderful well coordinated program. **Yashvinder Kapil, Special Educator (FDP)**

Wow... Great to see the certificate and score of the FDP. Meticulously planned and executed still the lectures ringing in my mind... All the best Mam for keeping up the team spirit and all your teaching and non teaching fraternity behind. Thank you mam. **S.Githa, Lecturer NIEPMD (FDP)**

Workshops

Drama in Education Workshop

Teaching Learning Materials Workshop

Teaching Learning Materials Workshop

Dance Movement Therapy (DMT)
 January 23, 2020
 10:00 am to 4:00 pm
 "Dance is Love, Sing is Life..."
 Our Resource Person
Dr. Aditi Banerjee Ghoshy

Dance Movement Therapy Workshop

Alumni Allegro

Having completed my B.Ed. in Special Education (Intellectual disability) in the academic year 2018-20, it only seems fair to acknowledge the inevitable role that our Department of Special Education, SNDT WU has played in making this journey a rather successful one. Entering into the classroom for the very first time, it felt like a safe space. The environment of the department has always been welcoming and homely and it has always ensured students comfort.

The department has one of the best faculty members with immense and indepth knowledge about the subject matter. They have always been supportive, encouraging and most importantly, approachable even outside the classroom space.

The course provides a holistic experience theoretically as well as practically and, in the process, has created exceptionally talented special educators.

I have personally experienced a drastic change in my teaching skills as well as social skills. Besides this, I have also made friends, who from the beginning of this course have been a backbone and my greatest support system. We always shared a great sense of unity and belonging and I believe that's the spirit that kept us going. The department will always hold a fond place in my heart as I take back with me memories to treasure for a life time.

- Andrea Fernandes (B.Ed. Special Education (ID), 2018-2020)

I have completed my B.ed Special Education (Learning Disability) in S.N.D.T. WU Department of Special education. This 2-year journey has been very amazing for me. There are a lot of things that I have learnt throughout this duration. Those sleepless nights spent in completing assignments, making teaching aids have taught me the importance of hard work, dedication as it turned out to be fruitful at the end. I can see a lot of personal as well as professional growth within me. There is raise in confidence level, improvement in communication skills, teaching skills, social skills within me. And all of this has been possible because of my faculty members, friends and parents support. Starting from faculty members they give a lot of opportunities to learn, they create such an

enriching learning environment there is no fear of failure or embarrassment. The teachers do not restrict their teaching only up to academic stuff but widens it in all round direction and it leads to a holistic development of the student. Moving towards my batchmates, I can't imagine to complete this course without them. Their support has really pushed me many times to complete my submissions. Finally, my parents without whom I wouldn't be able to enter this college and reach at this position. I can never forget the help that the support staff members provided from the matters like fees till providing the previous year's question papers. Thanks to each and every person who has contributed in my journey of these two years.

- Hetal Waghela (B.Ed. Special Education (LD), 2018-2020)

I have completed my P.G Diploma in Management of Learning Disability at SNDT Women's University. As a person who had limited experience in this field, it was a new and insightful journey for me. During the one-year course we were exposed to many different aspects involved in the management of students with learning disabilities. Even with our limited time, we were given exposure to as many varied experiences as possible. All the faculty have been very supportive and encouraging of us. They have always been available to clarify our doubts and guide us in the best way possible while promoting our individuality and giving us the opportunity to express our own views. Overall, my experience at the Department of Special Education SNDT University has been one of holistic development and learning that I will carry with me for a lifetime.

- Aditi Menon (PG Diploma Management of Learning Disability, 2019-2020)

As a student of the Department of Special Education, SNDT, WU, I earned a degree in B.Ed. Sp. Ed. in Visual Impairment. I was the only student studying VI, but my professors put in the same effort to teach me, just like the other students. This shows that they are committed to each and every student. I learnt a lot in my two years, from how to teach in an inclusive set up, to Braille and using a Taylor frame, Abacus, and Augmentive softwares. This course has helped build my confidence helped build my confidence, transforming me into an improved version of myself. Thank you!

- Preeti Yadav (B.Ed. Special Education (VI), 2018-2020)

"It's painful saying goodbye to someone who has been part of the department for 30 yrs." Prof. Sujata Bhan

"Prof. Preeti Verma, you will be missed."



"Teachers, all the best for your future."



"Grow onward and upward, dear students"



Sports Day



Digital Teaching at Arushi



Our Journey at Arushi

Farewells are never easy...But they also mean getting out of our comfort zones, making a change and trying something new. As we embark on this new journey forward, we pause and look back on this journey in Arushi-The Learning Centre.

'Some see the disabilities but special education teachers see possibilities'

B.Ed was just the beginning of our journey in special education but Arushi was where we truly experienced, trained and learnt to see the possibilities. As a Special Educator we realized the value and learnt to celebrate small successes of each and every child. Whether it was a small skill learnt, a small step without prompts, a small academic success or a small race won. "Small" but "Significant" bringing "Big Smiles". These were baby steps towards helping all our children to grow and be capable to face the real world. This is where we got a chance to connect and become a part of our children's lives and we will carry this connection in our heart for the rest of our lives.

As teachers we had opportunities and scope to explore and grow every single day. Like every school there were standards and protocols to follow but there was freedom to ideate, to express, to be creative, and also to disagree. But most importantly, the freedom to be our Best.

Arushi is a place where we were applauded for our success but also accepted when we failed. A place where our hidden talents came out of the closets and found expression and appreciation. A close-knit family of students, their parents, teachers, therapists and staff. Each one important and integral part of the school.

"Team Arushi" is the most apt way to describe Arushi. Though the school is divided in various classes teachers work together as a team to uplift each and every child.

The DSE, the Teachers, the Therapists, our Helpers always work hand in hand whether it's a regular school day, a festival celebration, a pre-vocational exhibition or any other school event. Each and every one contributes and so the credit for success or the onus for failure belongs to each one.

Working at Arushi gave us a chance to work closely with experts in the field of Special Education of the Dept of Special Education SNDT WU. We would like to thank each of one of them for holding our hand throughout and never giving up on us.

"From little seeds we grew into mighty trees" and that sums up our journey in Arushi.



Prajakta Madkaikar & Anushka Vanvari

Welcome to Arushi



New



Ms Seema Menon

Ms Rekha Nair

Our



Teachers

Ms Sonali Gamare

IN THE WORKS @DSE

❖ Webinars on Inclusive and Special Education (July 2020)

Series of online workshops by the DSE faculty and external resource Peron on various topics in the area of Inclusive and Special Education.

❖ Workshops on Remediation Strategies for Learning Difficulties (August 2020)

Online Training Program for parents' therapists and caregivers on strategies to remediate Learning Difficulties. Covering all areas of Disabilities and all nature of difficulties faced by Learners with Special Needs.

❖ Online Workshop on Irlen Syndrome (August 2020)

Come learn more about Irlen Syndrome from an internationally trained expert. Online format with offline course work.