March 2021 • Issue 5

DSE SYMPHONY

DEPARTMENT OF SPECIAL EDUCATION NEWSLETTER

www.dsesndtwu.in

From The Editor's Desk

Hello everyone. The lockdown period was not a slowdown period in DSE. It's been a trying time and yet we continued to strive for excellence in all our endeavors. Webinars have become the order of the day. The lockdown has taught us better use of technology, has made it possible to get international speakers for our webinars and we could also reach out to many more people and share their expertise. All the webinars were conducted on Zoom platform and live streamed on YouTube.

DSE organized a series of 14 webinars under the theme 'Professional Development Buffet for the Professionals' from June 22 to September, 15, 2020 wherein professionals could choose from an array of current issues that were addressed in these webinars.

First of its kind, a six–day Faculty Development Programme was organized with the support of Rehabilitation council of India on the theme, 'Research in the Changing Landscape of Education System' from June 8-13, 2020. Each session was followed by an online evaluation. There were more than 200 registrations across the country to learn from research experts.

DSE was honoured to have Dr Mithu Alur, Director ADAPT to release our Book titled Accessibility: Barriers and Solutions, published by Renova International Publications, New Delhi.

I must acknowledge the efforts of our Arushi teachers who have relentlessly worked very hard in these turbulent times to keep our children engaged through many creative activities. We had a grand fundraiser for Arushi during which we had online performances by great classical singers, dancers and musicians. This was a huge success as the audience was completely enthralled by the artists. Our efforts to improve the quality of education for Arushi Children is genuine and to help us in our endeavor, TATA TRUSTS continues to support us. I wish to thank all our donors and our dream of having a sensory garden is soon going to be a reality with the financial assistance from Akhil Autism Foundation.

The National Education Policy 2020 is revolutionary and is going to impact the educationists tremendously. We therefore, thought it was important for DSE to have some insightful discussions with the thought leaders of the country on NEP. With this objective we organized an online discussion forum from October 28 to 31, 2020 on the theme, 'Conversations around NEP 2020: A Road Map'. There were 337 registrations from about 15 states of India.

The four days of this national webinar were conducted on the themes; Overview of NEP 2020, School Education, Higher Education, and Teacher Education.

The education stalwarts brought out the following list of key recommendations for the implementation of the coveted education policy.

1.School Education

• Understand the child in totality including human rights perspective to early childhood education.

• Schools need to be ready for children as much as children being ready for school. Community readiness is also required.

• Awareness about student diversity (social, emotional, cultural, financial, gender, disability etc.) needs to be built.

• Capacity building of parents and parent empowerment will be necessary for children in the foundational years.

• Building inclusive and safe play spaces is essential.

• Competency building for teachers will be important. Changes in curriculum, pedagogy and assessment will be needed. Setting up of demonstration schools to train teachers can be one way of achieving this.

In This Issue

• Review the status of vocational education and perspective planning.

• All students should be exposed to vocational education during schooling.

• Awareness needs to be generated for improving perception about vocational education.

• Efforts should be made to build vertical mobility and continuity in vocational subjects.

• Open and Distance Learning if expanded can provide wider coverage to reach out to more eager learners.

• Courses ranging from Local Arts to New Technologies should be offered.

• Changes in curriculum and assessment will

be essential so as to focus on competencies.

• Professional development of vocational education teachers and trainers will be needed to teach students.

2.Higher Education

• Start following multi-disciplinary approach with interdisciplinary approach from now onwards.

• The criticality of research is more for the economic, intellectual, societal, environmental, technological health and progress of a nation and so a strong culture of research and knowledge creation should be developed.

• Higher education system needs to start giving importance to research right from early years of education. This will help our students to develop critical thinking and promote analytical thinking.

• Research needs to be included in undergraduate education.

• As teachers we need to change our role and be a facilitator for our students. We need to be their guide and help them solve their own problems.

In This Issue

• For promoting research and innovation a transdisciplinary approach is required.

3.Teacher Education

• Faculty of higher education needs to engage in curriculum designing and pedagogy which will bring student active involvement and aspiration.

• Pedagogy preparation for inclusion, investment in success of learners, more responsibility towards outcome needs to be achieved.

• Faculty of higher education needs to form an identity in terms of profession of teaching and ethical obligations towards learners.

• There is a need for reduction in corruption in teacher education regulation and regulatory bodies.

• Teacher training should focus on developing three aspects – professional knowledge, professional practice and professional engagement of teachers. Professional knowledge building should include T-PACK (Technology, pedagogy and content knowledge) for inclusive classrooms and children with special needs; professional practice training needs to incorporate the training in the 21st century skills – collaboration, communication, critical thinking, and creativity. Professional engagement can be enhanced by practices like mindfulness, prioritizing self-care, engagement with students and their parents, focusing on empathy engineering.

4.Overview of NEP 2020

Over all recommendations for effective implementation of NEP 2020 hinges on the following factors and they should be carefully thought through:

• Availability and skill of personnel, complementary activities and supportive roles of participating agencies, acceptance from the target group and persistence of organized effort.

• Implementers know what they are supposed to do. This involves making the programs/project objectives and standard explicit, and transmitting them to the implementers clearly and accurately.

• Combination of design features, agency behavior, and target group reactions. The implementation rate can be quickened by improving program/project management and success is verifiable by focusing on performance.

• Process of converting inputs financial, information, materials, technical, human, demand and support etc., into outputs -goods and services.

The more active, the experts and personnel possessed by the implementing agency are, the greater the support of the political elites received by such agency and the greater access to resources it has, the more it is likely that such agency can implement programmes successfully. The teachers are the programme implementers and thus capacity building of the teachers is important.

DSE continues to create opportunities for capacity building of its teachers. Through these teachers we wish to impart our students the depth of knowledge which is rich and contemporary.

I would like to also take this opportunity to share a proud moment for DSE. We have released our Department publication titled 'Accessibility: Barriers & Solutions'.This book is a rich source of knowledge on inclusion and accessibility, the challenges that we face and the possible solutions to these challenges, given the current changing scenario in the field of education.

On this positive note, I stop with a promise that DSE will continue to grow from strength to strength.

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

In This Issue

DSE Folk
- Prof. Asmita Huddar
- Prof. Mythili Ramchand

DSE Beats
- Publications & Participation
- DSE Events
- Alumni Allegro

DSE Pulse
- Arushi Events
- Fundraisers
- Akhil Autism Foundation Sensory Garden

In The Works
- Short term Certificate Course on Remediation Strategies for Learning Difficulties
- Webinar on 'Education & Technology'
- Webinar on International and National Policies and Legislative Provisions for PwDs

DSE FOLK

A Missing Link in Higher Education and NEP

The difference between **'understanding' and 'making others understand'** is the most neglected area in quality debate. 'Understanding some content' neither indicates nor assumes possessing the skill to make others understand the same content. I may have excellent knowledge of Math. That makes MY further understanding of Math simpler / faster / better. But does that ensure me possessing the skill to make others understand it in a simpler / faster / better way? Not really.

In other words, **does having knowledge qualify me to teach it to others?** Indian school system says 'No' and the Indian higher education system says: 'Yes'.

Let me explain. In a school education, someone is qualified to be a teacher only when s/he knows 'what to teach' (graduation in Math, for example) AND **'how to teach'** (B Ed. / D Ed.). In higher education, someone is qualified to be a lecturer only when s/he knows advanced level of 'what to teach' (Masters in Math, for example) immaterial of having the skills to teach it.

What is the plan to ensure that the person having knowledge knows the ways to teach it? NEP 2020 which beautifully discusses quality in terms of "Motivated, Energized, and Capable Faculty" (part II.13) remains silent about **teaching the faculty to teach**. Nor does the issue get its deserved place in the 10 identified problems in Indian higher education system listed in 9.2 of part II.

Most of the policies have nailed the key concern related to Teacher Education Institutes (TEI) well. NCTE blames **stand alone B.Ed. colleges** and recommends its merger with larger HEIs. NEP 2020 too insists on 'phasing out of **single stream HEIs**'. In fact NEP further recommends all multidisciplinary colleges to set up Dept. of Education and offer B.Ed. programme (Part II, 15.4).

If various streams are going to function under one roof with TEIs also as a part of it then it would be the best opportunity to create a system where faculty of other streams is empowered with **skills into adult pedagogy** by the teacher educators. Currently the merger is planned as a 'welfare' step for TEIs. However, the point is missed if we do not create an echo system of other colleges drawing benefit from TEIs considering their mastery over 'how to teach'. If planned properly, the coming together of graduate colleges and TEIs will not only benefit TEIs but would fill up the missing gap of pedagogical understanding of college teachers in general. With the appropriate collaboration with the B.Ed. programme in the campus, the 'know-all' math teacher would now know how to TEACH Math! Finally!!

Prof. Asmita Huddar
Principal
CCYM'S Hashu Advani College of Special Education

"Education is the most powerful weapon which you can use to change the world"
– Nelson Mandela

National Education Policy 2020 and Inclusive Education

The National Education Policy (NEP 2020) looks at inclusion from the broader perspective of social justice, unlike the common conception within India of associating it only with persons of disabilities. Globally the conception of inclusive education as including all traditionally marginalised and disadvantaged communities into formal education system was highlighted by the Salamanca statement in 1994. This article very briefly analyses the recommendations of NEP 2020 on inclusive education at the macro, meso and micro levels.

I Systemic

1. Education has been identified as a tool for forging an inclusive society. This gives a powerful message of hope. At the same time a critical awareness that formal education has long been a vehicle of perpetuating the larger inequities in society has to be developed among all the stakeholders in the education sector.

2. Acknowledgment that state efforts and policy formulations have not been adequate to address equity issues in education is a crucial first step towards redressal. But recognition of education as a right has to come across strongly while formulating the action plan across states.

3.The categorisation of Socially and Economically Disadvantaged groups (SEDGs) results in a tension between synergising different efforts to address equity issues and lumping of all categories under one umbrella construct. Social justice theorists like Nancy Fraser point out the crucial need for recognition and representation, in addition to redistribution of resources.

Also focused and targeted schemes and incentives such as hostels, scholarships, setting up of Special Education Zones (SEZs) while desirable are insufficient. They will be of limited reach and utmost create islands of excellence. A concerted effort and substantial resources will be needed to make the entire system inclusive.

II Institutional

4. The policy endorses the Rights of Persons with Disabilities (RPWd) Act which has detailed out roles and expectations from institutions to ensure rights of PwD are met. The action plan for the policy needs to spell out how these legal obligations will be enforced and what support will state provide to them.

5. The recommendation that only multi-disciplinary institutes can offer teacher education has wide-ranging implications for the positioning of the sector within universities in the country. Multi-disciplinary institutes would require setting up of common goals, and a thematic approach to research and teaching, with faculty bringing in multiple perspectives and empirical understandings from their respective disciplines to the sector. The very nature of inclusive education requires a multi and inter-disciplinary approach. It stands to benefit from this recommendation.

III Practice

6.Making the teaching and educational administrative workforce inclusive is crucial for providing equitable education. The recommendation of inclusion and equity as key aspects of teacher education and enhancing capacity of personnel across school levels is also critical to reforming the system. State's investment over a long term will be necessary to implement this recommendation.

7.The recommendation under the teacher section for offering certificate courses to specialise on disabilities education, both during pre-service teacher education and as part of continuous professional development, is a welcome move. But the role of RCI and the courses accredited by it need to be spelt out in the action plan.

8. Efforts to make curriculum and textbooks free of biases and cultivating respect for diversity while essential fall short of celebrating diversity and plurality. The need for embracing diversity in education that can lead to an inclusive society has long been stressed by reformers like Dewey and Gandhi. It is time for practitioners to become more pro-active as agents of change.

The National Education Policy thus offers a mixed bag as far as inclusive education is concerned. The current pandemic has thrown up imperatives that need to be collectively addressed by the education sector on an urgent basis if the aspirations for inclusion are to be met.

Mythili Ramchand, Ph.D.
Professor
Centre for Education Innovation and Action research
Tata Institute of Social Sciences, Mumbai

Department Publication

Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B.(Eds), Accessibility: Barriers and Solutions, Renova International Publications, N. Delhi, ISBN 978-93-90142-07-1

Faculty Publications

Prof. Sujata Bhan

❖ Bhan S. (2020) Early Childhood Education: A Whole Child Approach, Quest in Education, October, Vol LII, 4, ISSN: 0048-6434, p. 24-31.

❖ 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 978-81-932128-4-4.

❖ 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 978-81-932128-4-4.

Dr Apoorva Panshikar

❖Panshikar, A. (Dec., 2020). Preparing Teachers for Inclusive Education: Implementing Universal Design for Learning in Classrooms. In Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B. (Eds.), Accessibility: Barriers and Solutions. Renova International Publications, Delhi. ISBN 978-93-90142-07-1

❖Chakraborty, S. & Panshikar, A. (2020). Students' Perception of Student Engagement Strategies Used by Teachers in Inclusive Schools. In Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B. (Eds.), Accessibility: Barriers and Solutions. Renova International Publications, Delhi. ISBN 978-93-90142-07-1

Yukti Gupta

❖Gupta Y. (2020). Assistive Technology Implementation among Children with Visual Impairment having Additional Disabilities, In Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B. (Eds.), Accessibility: Barriers and Solutions. Renova International Publications, Delhi. ISBN 978-93-90142-07-1

Betty Abraham

❖Abraham B. (2020). Art Based Strategies to Develop Writing in Inclusive Classrooms, In Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B. (Eds.), Accessibility: Barriers and Solutions. Renova International Publications, Delhi. ISBN 978-93-90142-07-1

Sunanda Chakraborty

❖ Chakraborty, S. & Panshikar, A. (2020). Students' Perception of Student Engagement Strategies Used by Teachers in Inclusive Schools. In Bhan, S., Panshikar, A., Gupta, Y., and Abraham, B.(Eds), Accessibility: Barriers and Solutions. Renova International Publications, Delhi. ISBN 978-93-90142-07-1

Faculty Participation

Prof. Sujata Bhan

Memberships

❖ Nominated by Ministry of Education India, to be a member of the committee to Draft Guidelines for the development of E-Content for Children with disabilities, October 2020

❖ Nominated to be Member Departmental Advisory Board (DAB) of the Dept. of Education of Groups with Special Needs(DEGSN), NCERT (2020-2023)

Invited Speaker

❖ Invited to present on,' The Corona Crisis and It´s Effects in Different Parts of the World' at the Annual Fall Meeting organized online by Council for International Fellowship (CIF) Sweden on October 10, 2020

❖ Chairperson in a Roll out Workshop on 'UDL based Accessible Textbooks and Supplementary Readers for All' organized by NCERT for Master Trainers in Western and Eastern Regions of India on March 9 and 16, 2021

❖ Invited as a Resource Person by various National Bodies and Universities to present on National Education Policy 2020, on Educational Reforms and Changing role of Teachers and Teacher Educators.

Dr Apoorva Panshikar

Invited Speaker

❖ Resource person for National Continuing Rehabilitation Education Programme '"Sensitization and Capacity Building of IE-CWSN" on 'Assessment and Teaching Strategies for SLD' organised by Indian Institute of Teacher Education, Gandhinagar (February 18, 2021)

❖ Resource person for National Webinar 'Decoding Dyslexia' on "Intervention Strategies for Children with Dyslexia" organized by National Institute for Empowerment of Persons with Intellectual Disability (Regional Center), Navi Mumbai (October 2020)

❖ Resource person for UGC-HRDC , University of Nagpur organised Short Term Course for teacherson 'Guidance and Counseling' (January 7, 2021)

Paper Presentations

❖ Presented paper titled "Use of Computer Assisted Instruction (AI) to enhance Math Learning in Students with Math Difficulties" at two-day International e-conference 'International Declarations and National Policies in Promoting Inclusive Education in Light of COVID-19 Pandemic' organised by Faculty of Disability Management and Special Education, Ramakrishna Mission Vivekanand Educational and Research Institute, Coimbatore (Sept 18-19 , 2020)

❖ Participated in "International Conference on Learning Diversity 2020" organised by Manochetna Academic Research Center, Manovikas Kendra and Department of Education, Calcutta University (July 28 - 29, 2020)

Yukti Gupta

Invited Speaker

❖ Inclusive Play: A Creative Input organized by Trusted Tutor on October 10, 2020

❖ Preparing PwDs for Adult Life: Role of Assistive Technology, Professional Development Buffet for Professionals organized by Department of Special Education, SNDT Women's University on August 26, 2020.

Paper Presentations

❖ Presented paper titled "Innovation in Education: Traditional to Modern" at a one-day National Conference, 'Teacher Education in Context of Implementation of NEP 2020' organized, SNDT Women's University, Mumbai in collaboration with Vidya Bharati Uchha Shiksha Sansthan, Noida on February 12, 2021.

❖ Presented paper titled "Teacher Education: Effective Use of ICT integration in an Inclusive Set up" at two-day International e-conference 'International Declarations and National Policies in Promoting Inclusive Education in Light of COVID-19 Pandemic' organized by Faculty of Disability Management and Special Education, Ramakrishna Mission Vivekanand Educational and Research Institute, Coimbatore (Sept 18 -19, 2020)

Betty Abraham

Invited Speaker

❖ 'Locked up in the Lockdown: Managing Behaviours', Professional Development Buffet for Professionals organized by Department of Special Education, SNDT Women's University on August 26, 2020.

❖ 'Intervention through Brain Gym' Online National Workshop on 'Learning Disability' by School of Education, Guru Nanak Dev University, Amritsar, under pandit Malviya National Mission on Teacher and Teaching scheme, MoE, Govt. of India on November 20, 2020

Paper Presentations

❖ Presented paper titled "Classroom Management' a Key Teacher Competency for Effective Learning in an Inclusive Classroom" at a one-day National Conference, 'Teacher Education in Context of Implementation of NEP 2020' organized, SNDT Women's University, Mumbai in collaboration with Vidya Bharati Uchha Shiksha Sansthan, Noida on February 12, 2021.

❖ Presented paper titled "Practicing Mindfulness as a technique for Classroom Management in an Inclusive Classroom" at two-day International e-conference 'International Declarations and National Policies in Promoting Inclusive Education in Light of COVID-19 Pandemic' organised by Faculty of Disability Management and Special Education, Ramakrishna Mission Vivekanand Educational and Research Institute, Coimbatore (Sept 18-19 , 2020)

Sunanda Chakraborty

Invited Speaker

❖ 'Parental Perspectives in Combating COVID 19', Professional Development Buffet for Professionals organized by Department of Special Education, SNDT Women's University on August 26, 2020.

Hemali Gada

Paper Presentations

❖ Presented paper titled "Empowering teachers to shape students for a 'new India', at a one-day National Conference 'Teacher Education in Context of Implementation of NEP 2020' organized, SNDT Women's University, Mumbai in collaboration with Vidya Bharati Uchha Shiksha Sansthan, Noida on February 12, 2021.

Remya Menon

Paper Presentations

❖ Presented a paper titled 'An Experimental Research on the Effect of Educational Practices in Improving Universal Human Value: Empathy among Students' organized by Sadhana Education Society's, Smt. Kapila Khandvala College of Education, Mumbai (2nd to 3rd March, 2021).

❖ Presented paper titled 'A Survey Study among Teacher Trainees on the Awareness of Restructuring Teacher Education Programme in

the Context of National Education Policy 2020 at a one-day National Conference 'Teacher Education in Context of Implementation of NEP 2020' organized, SNDT Women's University, Mumbai in collaboration with Vidya Bharati Uchha Shiksha Sansthan, Noida on February 12, 2021.

❖ Presented paper titled: “General Educators' awareness and attitude on curriculum accommodation for students with Disability in an inclusive school system” at National Webinar on 'Recent Trends in Inclusive Education' organized by Madonna College for the Deaf and Madonna Comprehensive Resource Centre for Persons with Disabilities, Vijayawada, (8 - 9 December 2020)

Capacity building

❖ DSE Faculty attended the Online Professional Development Master Course on Universal Design for Learning, From Access to Build to Internalize, conducted by Dr Elizabeth Dalton, Adjunct Professor, University of Rhode Island, Senior Consultant, Dalton Educational Services International (DESI), USA & Dr Susie Gronseth, Clinical Associate Professor in Learning Design and Technology, University of Houston, TX (USA), held on January 15 & 16, 22 & 23, 2021 organized by the Department of Special Education, SNDT Women's University.

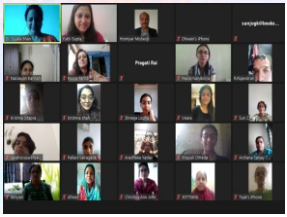
Congratulations

Ms Apoorva Panshikar successfully defended her Ph.D thesis and has been awarded the title of **Dr Apoorva Panshikar.**

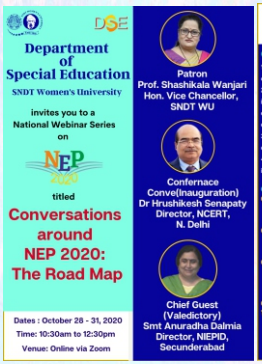
Webinars

Accessible Reading

A collaborative event with Bookshare, an online library by Benetech; introduced the participants to the world of accessible reading.

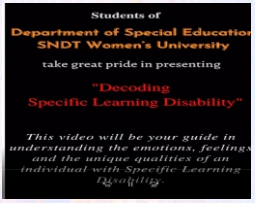


Conversation around NEP 2020: The Road Map



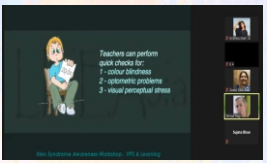
This webinar was a runaway success with participants from all over India. The outcome of this Webinar was a Roadmap shared by experts on implementation of NEP 2020

Dyslexia Awareness Month



Students of 2nd Yr. B.Ed. scripted, shot and released a video on Psycho-social aspects of LD to commemorate Dyslexia Awareness Month.

Irlen Syndrome

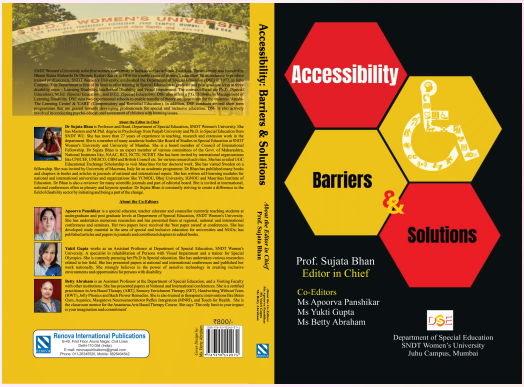


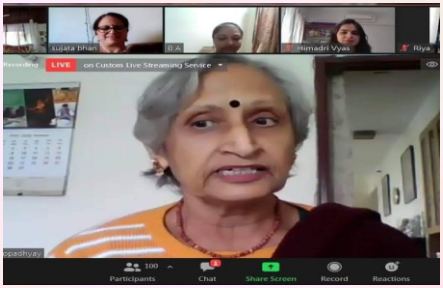
The resource person Ms Tehnaz Ragi took us on a new journey of understanding vision and colour. She gave us a new insight into how colour can improve reading capability.

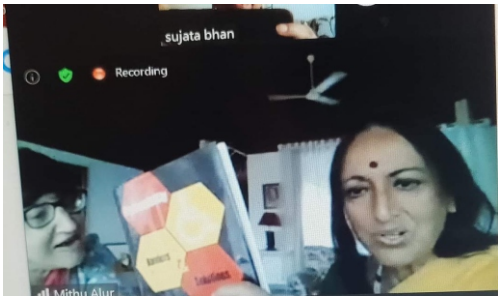
IDPwD 2020

Organised by the 2nd Yr. B.Ed. and PG Diploma students of DSE, the International Day of Persons with Disabilities activities included a puppet show, a games and Zumba session, master classes on Bookmark making and Mandala Art. Students from 5 inclusive schools participated in the event with the Arushi students.

Book Launch

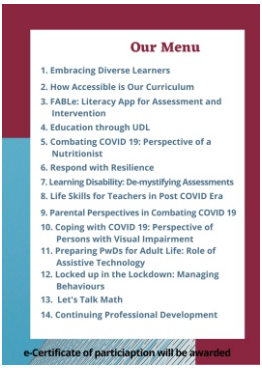






It was a moment of great pride when the DSE publication ' Accessibility: Barriers and Solutions' was launched by Dr Mithu Alur, Founder and Chairperson, ADAPT (Formerly known as Spastic Society of India) and her daughter Ms Malini Chib, Disability Activist. Months of diligent hard work and commitment to bring to fruit the vision of making a difference, has resulted in the publishing of this book. We hope the information in this book will help everyone who reads it, make a difference in the lives of their students.

Professional Development Buffet for Professionals



A widely popular series of webinars, that enjoyed the patronage of an overwhelming number of National and International participants. It spanned over a period of 3 months. One of the webinars on UDL became the stepping stone to our Online Professional Development Master Course on UDL.

Professional Development Master Course in Universal Design for Learning

Over 40 participants from all over India and the UAE participated. It was 4 days of learning and internalisation of the UDL principals and practices, and the learning still continues..

Alumni Allegro

DSE, SNDT WU is where I completed my B.Ed in Special Education (Intellectual Disability) in 2020. From all the places I have studied, DSE has been one of the best; providing practical experiences to support theoretical knowledge. They are also able to adapt to the specific needs of students as well as the environment.

I say this with confidence as I first-hand witnessed the hasty transition to online teaching and learning, late March, 2020; whether it be lectures, formative assessment or teaching practice.

Having approachable and supportive teachers goes a long way in this course. Day or night, the path to communication is always open.

From the day I first walked in, to the day I left, the improvement in me was paramount; not just academically, but socially as well. I will forever appreciate my learning experience in DSE as it has been far superior to any other.

- **Rebecca Miranda** - B.Ed. Special Education (Intellectual Disability 2018 - 2020)

I have completed my B.Ed. in Special Education in year 2020 in the learning disability stream. I was fortunate to get admission in SNDT WU despite of all the rigorous procedure of merit list. I got a job before I could complete my last semester and there were many of my classmates who were also invited for the jobs. This itself tells that how exceptionally great our professors are!

The professors were equipped to tell us dos and don'ts of the professional world. I remember once H.O.D. saying it that this degree is a real test of patience and persistence. If you get through it, then definitely you will become efficient educator. That's true, I changed after this course. An enormous change happened in my knowledge and in my teaching style.

The department has given me vivid exposure in this field. We visited many schools and I feel that the observation is the key to learn. Even after completing the course, the support of my teachers is still there as they continue to be a call away should I need some guidance from them. Anytime my all teachers are just a call away. I am proud to be a part of Department of Special Education, SNDT WU.

- **Rutuja Khatavakar** - B.Ed. Special Education (Learning Disability 2018 - 2020)

I pursued B.Ed. in Special Education (Intellectual Disability) in 2018 - 2020. Because I had some previous knowledge in the field it became quite easy for me to relate to some content. As soon as I started, the faculty was very accommodating and approachable. The course was top notch, exposing us to varied opportunities to learn and polish our skills in various aspects of teaching. I can surely say that my teaching abilities and confidence rose to another level. The amount of practical knowledge delivered in each class with relatable examples was impeccable. I would not have done my B.Ed. in any other way. I can say that I am a proud alumni of Dept. of Special Education with not only academic advances but also with an all round development as a person. The department as a whole will always be a source of enriching knowledge and wonderful experiences.

- **Aashana Kamdar** - B.Ed. Special Education (Intellectual Disability 2018 - 2020)

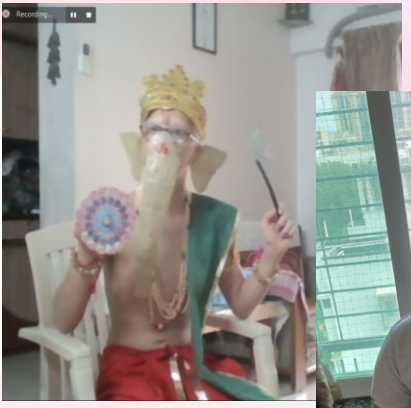
Launchpad

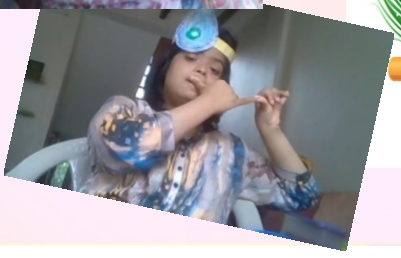
Welcome to the Student Creative Team led by Ms Christina John (B.Ed. ID, 2019-21). Her team comprises of two members: Ms Tasneem Bankoda (B.Ed. ID, 2019-21), Ms Sara Souza (B.Ed. LD, 2019-21).

The students and teachers of Arushi -The Learning Centre didn't miss a beat when the lockdown was announced. Learning and fun still went hand in hand. The students took to online learning like ducks to water. Academics, celebrations and skill development sessions all continued seemingly seamlessly. Parents and siblings too became a part of the process. Kudos to the teachers for managing the online mode so superbly.

Independence Day

Ganesh Chaturthi





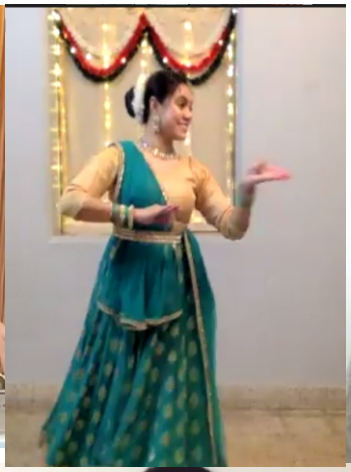
Parent Participation

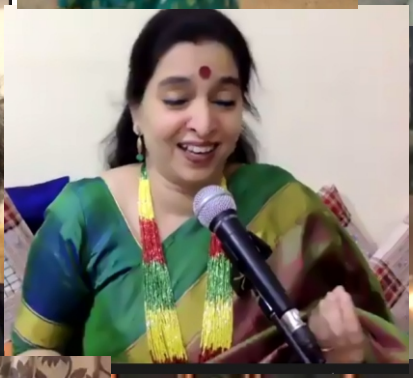
Fundraisers

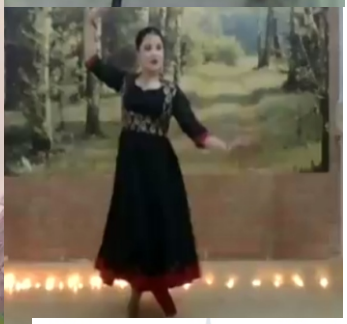
Despite the lockdown DSE and Arushi-The Learning Centre organised two fundraisers towards our cause of development of Arushi. One of the fundraiser was to bring to reality a dream project: A Sensory Garden. The first fundraiser Jashn-E-Yara was also our first Facebook Live event.

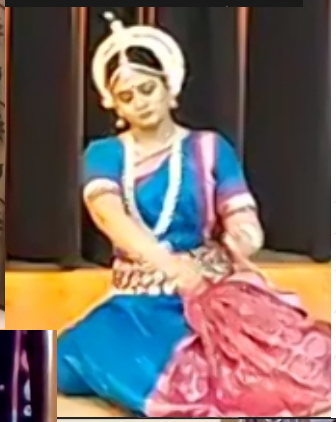
The second fundraiser was called Aanand Utsav. Reaching out to a larger audience in collaboration with BookMyShow.

All the performers for both the events donated their time and talent to our cause. We will remain in eternal gratitude to them, as due to their superb performances the fundraiser was a huge success.









Department of Special Education

brings to you

A Music & Dance Extravaganza

Aanand Utsav

A Zoom Fundraising Event

to set up a

Pre-Vocational unit

for

Arushi – The Learning Centre

DSE SNDT WU

Time : 6:00 pm onwards

December 19, 2020

Contact: 8928024190, 98672 27957, WA: 9769050806

Email: dsesndtwueventz@gmail.com

Tickets available on BookMyShow.

All ticket sales contributes to the fundraiser.

Akhil Autism Foundation Sensory Garden

"Alone we can do so little; together we can do so much."- Helen Keller.

What better way to sum up the implementation of a dream project in the most trying times than to quote the great Hellen Keller. True to her words this project (a sensory garden) owes its fruitification to the coming together of three outstanding institutes **DSE SNDT WU, Akhil Autism Foundation and Anthill Creations**.

Each of these institutes are pioneers in their fields.

Akhil Autism Foundation

Established in 2008 in New Jersey USA, AAF aimed to provide parents of special kids all opportunities for therapeutic interventions under one roof. Not only this they have also strived to bring to Indian shores cutting edge medical interventions for the same thus helping parents in India access world class services easily.

Anthill Creations

An NGO based out of Bangalore Anthill Creations is as unique as its name. It was born out of the desire to make play accessible and affordable for all kids by building low cost and sustainable playscapes using scrap tyres and industrial waste. Till date they have built 283 playgrounds and distributed 11,593 'play in a box' kits thus impacting positively 1,53,093 children.

Arushi-The Learning Centre has always strived to offer enhanced services to its students whatever be the circumstances. This has been especially borne out during this pandemic when through dedicated online services it's teachers have managed to keep the students productively engaged. Although there is no visible end to this dark era, Arushi has continued with its efforts in the belief that soon the students of Arushi will physically return to attend school. In preparation for the same it has relentlessly pursued it's various projects, one of which is the setting up of a sensory garden.

Sensory Garden

As we all know our interaction with the world is optimised through our senses. Many a time, for our children with special needs, these senses and the perceptions through the senses are hampered for various reasons. The resolution to this lack, is to provide the students with opportunities to exercise these senses and fine tune the perception drawn through them.

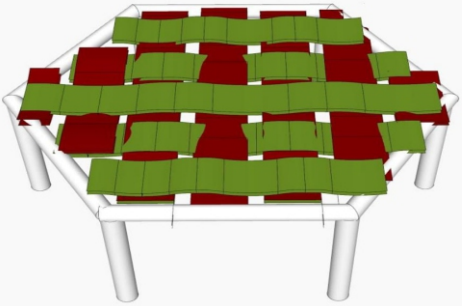
Experiencing a sensory garden helps to develop integrate and enhance the senses while compensating for the interrupted perception of the world around them. Research has proved that exploring such sensory gardens improves the functioning of the special needs students along with improving their academic and social interactions.

Always on the lookout to help enhance services in India, Akhil Autism Foundation has taken up this dream project and donated the funds. Anthill Creations with its experience in setting up playscapes turned out to be an apt partner to construct our dream.

We are fortunate to have the support of our Hon'ble Vice Chancellor Prof. Shashikala Wanjari to stand by us in all our endeavours for the betterment of Arushi Children. Soon we will be laying the foundation of the Akhil Autism Foundation Sensory Garden and we would love to have all our supporters join us online.

As Helen Keller aptly said '**together we can do so much.**'

Rekha Nair, Teacher, Arushi



IN THE WORKS @DSE

❖ **Short term Certificate Course on Remediation Strategies for Learning Difficulties, July 2021**

This short-term course helps give educators and caregivers an opportunity to make a significant difference in a child who needs help and have a sense of satisfaction when they see the improvement in a child after their remedial intervention.

❖ **Webinar on 'Education & Technology'**

The webinar is scheduled on April 15 & 16, 2021. Spread over two days we have experts in the field on Education and Technology who will share their knowledge and experience. The focus will be on the use of Technology in Education, and its impact on the teaching learning process. Various tools of educational technology to support the students in class will be discussed and experienced.

❖ **Webinar on International and National Policies and Legislative Provisions for PwDs, May 5-7, 2021**

Dr M. N. G Mani *CEO ICEVI* (International Council for Education of the Visually Impaired) will be the Chief Guest of this webinar organized to discuss the legal provisions from around the world, that have implications for the rehabilitation of persons with disabilities and giving them a life of dignity.

Credits : Betty Abraham, Creative Director & the Student Creative Team (2019-21).