

## From The Editor's Desk

Hello everybody...DSE is happy to share our third issue of DSE SYMPHONY.

The past six months have been very eventful, energizing and engaging. In our endeavor to provide exceptional experiences to our students, creating a knowledge hub and reaching out to society, we have been working relentlessly.

The responsibility of a special educator is to enable and empower children in a complete and wholesome manner. A series of workshops were organized on Play therapy, RECBT, Art therapy, Brain Gym and Behaviour Modification by well known experts.

The students were exposed to innovative approaches of intervention for remediation of children with special needs. We were fortunate to have distinguished guests Prof. Crispiani and Dr Eleonora Faculty, University of Macerata, Italy. They conducted a seminar on Crispiani Method an approach of intervention focusing on enhancing neuroplasticity of brain through body movements.

With Right to Education Act (2012) and Rights of Persons with Disabilities Act (2016), including children with disabilities in mainstream classrooms is not a matter of choice anymore.

A short term course on Pedagogic Innovations: Challenges and Transformations in Inclusive Higher Education, sponsored by RUSA was organized by UGC and DSE to sensitize the teachers in higher education about the why and how of inclusive education.

The course was very well received by the teachers and one of the participants

was so Influenced that she has started volunteering in our Arushi Centre in her free time.

In context of research today, mixed methods research is gaining popularity as it is often pragmatic and embraces both paradigms of quantitative and qualitative research equally.

In an attempt to understand the nuances and methods of Qualitative Research a three-day workshop was organized in collaboration with NIEPMD. We had two faculty members from the University of Northampton, Prof. Richard Rose and Dr Johnson Jament. About 42 participants primarily those involved and interested in research got hands on training in Qualitative Research. Research is more about depth than breadth was the message communicated so effectively by these two great teachers. We look forward to next level of training with them soon.

As we are constantly striving to empower more and more teachers with skills to address the diverse needs of learners in their class, it's an honour to share that TATA TRUSTS have come forward to support us in our cause. True to their altruistic and benevolent nature, they are sponsoring the fees of persons attending our short term course in Shadow Teaching. Thus enabling more skilled teachers to support inclusion of children in mainstream schools.

They are so overwhelmed by the work we do at our Arushi -The Learning Centre for special children that they have offered to help parents to support the education and therapy of their children if they find it financially difficult.

Inclusion is a belief system which needs to be inculcated in all young and old and that is what will create an inclusive society that

we aspire for. In our attempt to promote inclusion, Arushi children celebrated 15th August with children from Nursery School of PG Home Science Department of SNTD WU and Ganapati festival was celebrated with Taraben Master, a mainstream school.

We were honoured to have Ms Phoebe a master of Brain Gym from Malaysia, release our book, 'Be the Difference: Equality and Equity in Education'. The book is a very good resource of research papers and articles written by stalwarts in the field of Disabilities and Rehabilitation and edited by the faculty of DSE.

There was a great moment of celebration at DSE when our Vice Chancellor Madam, Prof. Shashikala Wanjari inaugurated the new Resource Room of Arushi along with the Founder Director Dr Yashu Mehta and Former Head of the Department Prof. Smriti Swarup. A special thanks to Dr Yashu Ben and Lions Club, through the support of whom, the resource room is buzzing with activities for children today.

DSE is committed to creating awareness and building skills to empower people with disabilities. We need constant support and encouragement from all our stakeholders so that the symphony we create goes on.....

Dr Sujata Bhan  
Professor and Head  
Department of Special  
Education  
SNTD WU  
Mb.9820167470



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## DSE FOLK

### Holistic Development of Children with Disabilities

Yajnavalkya the Vedic sage and an ancient philosopher had said, "the seed contains everything-the branches, the leaves, the flowers, fruits etc. and the child is like a seed." Similar to the seed which needs the right and healthy elements to grow, the child also requires caring and nurturing environment of people and practices, so as to grow to the fullest potential! Early childhood is a sensitive phase of one's life. The resources and encouragement that is received during this period is known to provide a profound impact on children blossoming into adulthood having their own identity, personality, strengths, intrinsic and extrinsic talents. For this, it is essential for the parents and schools to understand the children thoroughly and meet their specialized needs for a holistic development. Off late, the awareness for an all round comprehensive development is seen to be gathering momentum in case of early childhood programs of typical children; however that is still a bit distinct with regards to children with disabilities. The need to restore the impairment(s) or its effect overpowers the other developmental

domains and hence, it is quiet often seen to be driving the curricular strategies of early intervention programs and special schools towards an asymmetrical non-holistic curricula.

A holistic approach is a practical and a comprehensive system of learning that facilitates the five fundamental domains namely the physical, cognitive, social, emotional, and spiritual growth and development of a child. Ron Miller a proponent of the holistic education is of the view that holistic education is a philosophy which is based on the premise that each child would be able to find an identity and collate the meaning and purpose in life if all the fundamental domains of development are addressed. Holistic education thus suggests moving beyond the 3 R's of literacy and calls for facilitating an intrinsic reverence, disposition and a passion of learning among young children.

The curricular framework for early intervention and preschool for children with disabilities could integrate the key areas of development into activity based learning. The physical and motor skills need to be fostered to motivate the children to be participative and engaged. This will help the children to concentrate and use their pent up energies constructively and be less distractive if they are hyperactive or are attention deficit.

Those with hearing loss also benefit from engaging in physical activities as it helps to develop rhythm and controlled breathing which is essential for an intelligible speech. The cognitive domain in the curricular framework creates a ripple effect as each cognitive ability helps foster other abilities.

For example concept development fosters vocabulary and communication skills in children with hearing loss which further boosts children's self concept and self efficacy essential for their socio-emotional development. This holds good and is beneficial for all children with disabilities.

Other cognitive aspects such as memory, creativity and spatial abilities form the basis for many scholastic subjects such as math and languages and hence the designed integrated curricula also need to incorporate these thematic units. Spiritual and value education is said to be a vital aspect shaping young minds which assists in building coping strategies and mental well being of children both with and without disabilities.

Thus providing regular opportunities for group work amongst children, involving families is sure to boost a holistic development as it will foster learning by doing, scaffolding from peers and adults, negotiations, social responsibility, leadership and cooperation instead of competition. These are vital components of holistic curricula which aim to bring about democratization of education and achieve the goal of creating inclusive schools for shaping prosperous and sustainable societies.

Dr Varsha Gathoo  
HOD, Education  
AYJNISHD (D) Mumbai



### **Developing The 'Sum' And Not The 'Parts' : An Universal Approach to Learning**

A little lad of 5 years , a week ago, described the launching of a space ship . It was the most heartening and enjoyable interpretation I had the privileged of being part of. As I watched the video his mom proudly sent in I realized, just how 'altogether' his understanding of the experience was. In those 7 minutes he went from Geography to Physics to Biology and Math. He covered language, social skills, and kinesthesia, creatively. Like him, all children have the uncanny ability to naturally see the world and all their

experiences as a whole- every aspect interconnected. After all, exploring, discovering and expressing is what being a child is all about, right?

That's what the holistic approach to learning is— learning and interacting with the natural world, with opportunities for challenge, risk-taking, and social development. It emphasizes the importance of the physical, emotional and psychological, creative and spiritual development of children, particularly in early childhood.

The holistic approach to learning prepares children to meet challenges they may face in life. The approach includes learning about oneself, democratic learning, developing healthy relationships, positive social behaviors and resilience. Around the world, educators and policy makers are starting to insist that education models take into account the whole person. Doing so, promotes balanced relationships between not only people, but also between people and their environment, by encouraging students to reflect on how their actions impact others and the world around them.



So why must we take this approach on? Is this Movement just a passing fad; a list of fancy jargon that we use, without understanding the value of it? These were questions I asked myself when, as a young teacher I ventured into what was progressive education. As I observed the learning of children in holistic environments the answers were evident. In these classrooms learning was not just about the acquisition of facts, but a respectful sharing of ideas; emotional health was regarded as crucial for learning; creativity was considered necessary for innovation and

overall positivity lead to maximum productivity for all children, including those with learning difficulties.

Reflecting on effective practices that 'holistic' teachers employed effortlessly, a few come to mind :

- Having children work at their own pace and using variety of materials and experiences.
- Helping children develop all their skills though well planned and executed activities.
- Building their strengths and talents.
- Using play-based learning to spark children's creativity, and imagination.
- Designing learning activities around natural settings and challenging learners with real life problems as much as possible.
- Providing opportunities to learn collaboratively how to research, gather



Holistic learning is still an area open wide for further exploration. With its emphasis on well-being, critical thinking, and real life problem solving it may have a lot to offer yet. Perhaps then we could, in the words of Maria Montessori, 'Free the child's potential and transform him into the world'.

Ms Suzanne Rodricks  
Educationlist  
Dubai Scholars





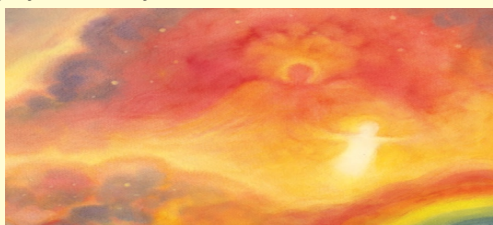
## Three-Fold Development: A Waldorf Perspective

Waldorf Education is salutogenic in nature, promoting health and well-being of children and helps them grow into adults who are healthy, balanced and well-adjusted. It takes into consideration the development of the body, soul and spirit.

According to Steiner, human beings are thinking, feeling and willing beings and right education gives equal emphasis to each of these **three-fold aspects**.

### The three Septennials and the four births

Steiner also talks about human development in terms of 7 year stages. The curriculum is designed in such a way that it focuses on each of the three aspects in each septennial and addresses the developmental needs of the child from 0 to 21 years of age. At each 7 year period, the birth of each aspect of the human being takes place and the essence of the human being incarnates a little more deeply into the physical body.



### 0-7 Physical Development: Educating the Will

The first birth is the physical birth.

0-7 is the time when the physical development continues to take place until the change of teeth. The young child, who is in a state of dreamy consciousness, senses the world with not just her senses but with her entire being. There are no filters of logic and intellect at this stage to protect her from what comes from outside. Every stimulus penetrates deep down and influences how the organs develop. Hence it's of utmost importance that we expose the young child to

pleasant, optimum stimuli and warm, calm adults help her with a lifetime of health.

The Waldorf kindergarten provides a healthy dose of rhythms, physical activity out in nature where her physical senses of touch, movement, balance and well-being are stimulated to aid in her physical development and the development of 'will'. It is this **'will'** that will help her, as an adult to translate her ideas into real action. Academics are not introduced at this stage so as to not divert the growth forces to thinking, prematurely.

### 7-14- Soul Development: Educating the Feeling

The second birth is that of the etheric body (growth and healing forces).

At about 6-7 years, the physical development is more or less culminated with the change of teeth. A part of the etheric forces that were working on developing the physical body are now set free and are available for thinking and cognitive functions. This is when the child slowly separates from nature and begins to realise his separateness. The soul development is enhanced when academic concepts are taught concretely through the senses, real life experiences, stories, images, art and beauty. A child who has received optimum soul nourishment at this stage grows up into an adult who's compassionate and kind toward other beings.

### 14-21- Development of the Spirit- Educating the Intellect (thinking)

The third birth is of the astral body (which is the seat of consciousness, emotions and sentience).

When the child attains puberty, some of the astral forces which were engaged in the growth of the reproductive organs are released. With this, the child is flooded with emotions that swing from one side to the other. This is the time for **ideas and ideals**. Children at this stage are exposed to abstract concepts in high school and need freedom to express their emerging

individuality. At the end of this septennial will be **the fourth birth** - the birth of the "Ego" or individuality i.e., of a responsible individual with a role to play in the world, when his intellect is educated in the right way.

Ms Nirupama Rao  
Psychologist and  
Curative Educator



**DSE BEATS**

## Workshops

**Inclusive Classroom Strategies:**  
**3 P.L.A.Y. Breakthru Approach**  
Our Resource Person  
  
**PHOEBE LONG**



  
UGC Human Resource Development Centre  
University of Mumbai  
Under RUSA  
Organizes  
**Short Term Course**  
on  
**'Pedagogic Innovations : Challenges and Transformations in Inclusive Higher Education'**  
Hosted by  
Department of Special Education,  
SNWT Women's University, Juhu Campus

**DEPARTMENT OF SPECIAL EDUCATION**  
**SNWT WU**  
Organizes  
**A Seminar**  
On



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**A Seminar**  
On



## The Crispiani Method



**Prof. Piero Crispiani**  
- Professor of General Didactics and Special Pedagogy at the University of Macerata, Italy  
- Founder of Crispiani Method  
- Expert in the field of Special Educational Needs and Disability



**Dr Eleonora Palmieri**  
- Director of Psychological and Pedagogical  
Victor Centre, Macerata, Italy  
- Involved actively in Dyslexia, Dyspraxia and Autism studies  
- Renowned trainer in various International Projects




**ABA / Behaviour Training Principles**  
Brain Gym  
Story Telling  
Play in Therapy  
Arts in Therapy  
REBT & CBT  
And much more...

## Our Panel of Experts



 **DSE**  
DSE SNWT WU PRESENTS  
a One Day Workshop on  
**CREATIVITY & INNOVATIVE THINKING**  
Charting the landscape of thinking skills  
Our Resource Person : Suzanne Rodricks



 **श्रीमती ना. दा. ठाकरसी महिला विद्यापीठ, मुंबई**  
**श्रीमती कमलाताई काकोडकर स्मृती-प्रीत्यर्थ**  
**विद्यार्थिनी-संयोजित संमेलन**  
**बालकांच्या सर्वांगीण विकासासाठी आधुनिक विचार व प्रयोग**



SNDT Women's University

presents

A Workshop on

## PHONEMIC AWARENESS AND PHONICS



Our Resource Person:

Geeta Dalal



Department of Special Education, SNDT Women's University

PRESENTS



NGO Trinaayani's Musical Puppet Play  
The Learning Factory



### Department Publication:

❖ *Be the Difference: Equality and Equity in Education*. Edited by Verma P, Panshikar A, Gupta Y., SR Publishing House, New Delhi, ISBN no. 978-93-82884-94-1

### Faculty Publication

❖ All the faculty members of DSE published papers in "*Be the Difference: Equality and Equity in Education*". Publisher: SR Publishing House, Delhi, ISBN 978-93-8288-94-1 (2019)

❖ Panshikar A. (2019). "Inclusion of Persons with Special Needs in Higher Education", *International Journal of Multidisciplinary Educational Research*, Vol 8, Issue 9 (7), Sept 2019. ISSN: 2277-7881

❖ Aashna K. & Apoorva P. (2019). *Relearning of the Teachers: Effect of Training in Universal Design for Learning on Teachers' Knowledge and Skills and Learners' Achievement*. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher*

*Education International Conference* (pp.1471-1481). Las Vegas, NV, United States: Association for the Advancement of Computing in Education  
[www.learntechlib.org/primary/p/207841](http://www.learntechlib.org/primary/p/207841)

❖ Chakraborty S. & Panshikar A. (2019). A Comparative Study of Students' Perception of Their Classroom and Resource Room Teachers, *International Journal of Basic and Applied Research*, IX (VI). UGC Approved (Sr. No. 64041). P-ISSN: 22493352 and E-ISSN: 22780505

❖ Gupta Y. (2019). "Creating Inclusive Classrooms Through Multiple Intelligence for Student with Visual Impairment", *International Journal of Multidisciplinary Educational Research*, Vol 8, Issue 9 (7), Sept 2019. ISSN: 2277-7881

### Faculty Participation

❖ Prof. Sujata Bhan, Apoorva Panshikar, Yukti Gupta, Anshu Agarwal, Kanchana Roy attended a 3- day NIEPMD sponsored Continuing Rehabilitation Programme on "Qualitative Research" organised by Department of Special Education, SNDT Women's University (September 29- October 1, 2019)

### Sujata Bhan :

❖ Invited as a Resource person for conducting a workshop for delegates from Afghanistan on "Theoretical Underpinnings for Inclusive Education" organized by Swedish Committee for Afghanistan in collaboration with ITOWE, at Ahmedabad on October 6, 2019

❖ Invited as a resource person in a National Workshop on Confluence of Recent Legislation: RCI's Role in HRD Capacity Building of Senior Rehabilitation Professionals at Guwahati on June 6-7, 2019

❖ Invited as a Resource person for a six-day workshop organized by Rehabilitation Council of India (RCI) to develop a competency based Curriculum for Community Based Inclusive



Development (CBID) in collaboration with University of Melbourne at Delhi, September 16-21, 2019

❖ Invited as a resource person in the UGC Sponsored Faculty Induction Programme for University teachers organized by Central University of Punjab, on “Inclusive Approaches to Teaching and Learning” on March 9, 2019

### **Preeti Verma :**

❖ Visited Sweden for project CoSoNo-Co-creation across the global South and global North. International teacher instruction for inclusive, multilingual and digitally supported learning between SNTD WU, India and Jonkoping University, Sweden on September 24 -28, 2019

❖ Invited guest speaker at Charusat University, for national Seminar on 'Learning Disability' on September 7, 2019

❖ Attended consortium of teacher Educators from Israel and India at KK College of Education, Mumbai on September 17, 2019

❖ Attended Brain Gym Level 101, by Breakthroughs International, USA, organised by Leap Ahead Assessment and Learning Centre, Mumbai on June 14 - 16, 2019

❖ Attended Touch for Health Level 1, by International Kinesiology College, Australia, organised by Leap Ahead Assessment and Learning Centre, Mumbai on June 29 – 30, 2019

### **Poonam Mishra :**

❖ Attended Brain Gym Level 101, by Breakthroughs International, USA, organised by Leap Ahead Assessment and Learning Centre, Mumbai, June 14 - 16, 2019

### **Yukti Gupta :**

❖ Attended a 2 day foundation course in Dance Movement Therapy organised by

Yash Chritable Trust, Mumbai and Samya Foundation, Kolkata, June 1- 2, 2019

### **Betty Abraham :**

❖ Attended Brain Gym Level 101, by Breakthroughs International, USA, organised by Leap Ahead Assessment and Learning Centre, Mumbai, June 14 - 16, 2019

❖ Attended Touch for Health Level 1 & 2, by International Kinesiology College, Australia, organised by Leap Ahead Assessment and Learning Centre, Mumbai, June 29 - 30, 2019 ; September 12 - 13, 2019

## **Alumni Allegro**

I completed my Masters in Special education (Intellectual disability) from the Special education department at SNTD Women's University. I really enjoyed the open and inclusive atmosphere we had on campus. Our faculty in the special education department were always available for more discussions related to topics, where we required further inputs. All the teachers helped me to feel supported and at ease.

In addition to the tangible value, there are many intangible benefits my experience at SNTD Women's University offered such a conducive atmosphere for productive learning, improved social skills and general skills such as working within groups and doing presentations. The University and the special education department encourages individuality and most importantly is a place of friendship and good cheer.

**Sampada Shevde** (M.Ed. Sp. Ed., Class of 1997) Country Head /Director for Perkins India

The SNTD Women's University 2019 Best Alumni Award winner



The M.Ed (Spl. Ed.) course offered at DSE, SNDT Women's University is an all-inclusive programme that provides all the knowledge needed to be a special educator. I am appreciative of the department, from which I passed out in 2018, as it helped me get placed in ASER Centre, Pratham Education Foundation, where I've been working for the past year. My current job involves managing disability-related projects. The knowledge I gained while pursuing my master's degree course has helped me in every aspect of the job. The experience of doing research study cultivated skills of conducting research studies properly, analyzing data to inform action. Further, the knowledge of disabilities that I gained during the course has helped me in devising appropriate guidelines for making national level intervention focused programs inclusive in nature, creating inclusive assessments and adapting material to support learning and assessment. In addition, the extremely knowledgeable teachers are always ready to provide any extra help when needed. Everyone in the department works extremely hard to ensure that the best of the experiences are provided in order to maximize the learning. Studying at Department of Special Education, SNDT Women's University has so far been my best learning experience.

**Aashna Khurana** (M.Ed. Spl. Ed., Class of 2016-2018). Special Educator, ASER Centre, Pratham Education Foundation

I joined the DSE in SNDT Women's University to get a degree in B.Ed. Learning Disability. But I ended up graduating with so much more. After working for 2 years in the Indus International School, Pune, I can firmly say that the course helped me by giving me a strong foundation to build up on my knowledge and skills to work with children with special needs. In addition to this, I got an opportunity to work with CWSN

in inclusive schools as a part of my knowledge, internship that helped me to put my thoughts and learning into practical application. I would come back and discuss the actual learning and challenges in the field with our teachers. This helped immensely in integrating the learnings in the B.Ed. Special Education course. Any additional support was always willingly provided by the teachers. I look forward to learning more from the teachers of the department with ongoing contact programs to update my knowledge and also in helping with advocacy for CWSN.

**Vibha Narayan** (B.Ed. Spl. Edu., Class of 2015-2017). Special Educator, Indus International School, Pune.

When I enrolled in the B.Ed. (Spl. Edu.) course offered by DSE, SNDT Women's University, my knowledge in the field was very limited. But now, after passing out in 2019 and working for 3 months in Gateway School of Mumbai, I can say with certainty that this course has helped me build a very strong foundation. Apart from experienced teachers, facilities like the library and computers and lot of practical exposure played important parts in this. All the theory covered in the course is extremely crucial and is applicable when we are in the classroom. This course is one of a kind and I would definitely recommend it to anyone interested in the field of special education.

**Prerna P. Dharamdasani** (B.Ed. Spl. Edu., Class of 2017-2019). Special Educator, Gateway School of Mumbai

## Launchpad

Announcing the DSE Symphony Student Creative Team who will work jointly with the Creative Director Ms Betty Abraham on the production of the DSE Sympony. The team will be lead by Ms Rebecca Miranda (B.Ed. 2018 - 20)



Resource Room Inauguration



Tri Colour Dream Catcher Workshop







Celebration of Festivals



Drawing Competition Organized by Canara Bank

*The Best teachers are those who  
show you where to look,  
but don't tell you what to see.*

- A. K. Trenfor

Holistic development of a student is considered paramount to the Holy Grail in education. At Arushi, I found the Holy Grail: Holistic Development. The entire curriculum is executed in such a way that the students are given multi-faceted training and experiences. Beginning right from focus on functional academics to prevocational training with a view to enhance their employability factor.

In addition to academics, the curriculum focuses on development of life skills like activities of daily living, computer skills, cooking, art and craft. These help students to have some recreational outlet and become adept at various functional skills. The prevocational program enables development of skills like vegetable cleaning, billing, diya painting, jewelry making, cooking, and making keychains, envelopes and paper bags.

Maintaining and developing physical and mental health are given equal attention through participation in obstacle/ relay races, cycling, skipping, basketball, yoga and completing paper pencil activities created to enhance and sharpen their perceptual skills.

But all the efforts don't end there. Activities and celebrations are planned and executed at the school, university and community level to enable the inclusion of the students into society in general. This process enables the students to develop their social interaction skills at various levels.

Community events like festival celebrations help the students to experience being a part of the larger community. Apart from this, various events like competitions, Annual Day, and Sports Day give the students a platform to perform in public and build their confidence.

All in all, it is safe to say that the students of Arushi receive a holistic and comprehensive education at the guidance and mentorship of their driven teachers.

Ms Rebecca Miranda  
(B.Ed. Class of 2018-20)



### ❖ 3<sup>rd</sup> Shadow Teaching Course (Nov'19)

The 3<sup>rd</sup> batch of the Shadow Teaching Course will open its doors in November to approximately a strength of 40 students. Interested?

### ❖ Workshop on Drama in Education (Dec '19)

Our resource person Ms Alba Quadros has designed this workshop to help teachers to use the medium of drama to achieve a fun and holistic learning process. We will be there, what about you?

### ❖ Tarang 2019 (Dec '19)

An annual event which brings together the DSE staff, students and the community in a collaborative effort to extend its support to the special needs community. The event will see various activities and programs play out, including a fund raising gala. Join us for lip smacking, hip shaking, temperature rising time!

### ❖ Workshop on Dance and Movement Therapy (Jan '20)

Dr Aditi Bandyopadhyay, will be conducting an experiential workshop on DMT in our Department. This workshop will empower the participants with an intervention approach which has movement as an inherent element. Come move to the beat of new learning..

### ❖ National Conference (Feb '20)

This 3 day event has a CRE status. The theme is 'Addressing Environmental Barriers and Universal Design'. It will see the coming together of stalwarts, professionals and students from all across the country. Registration details, topics, schedules will soon be shared on our website [www.dsesndtwu.in](http://www.dsesndtwu.in) Login and check it out.