



DSE SYMPHONY

DEPARTMENT OF SPECIAL EDUCATION NEWSLETTER

www.dsesndtwu.in

From The Editor's Desk...

A warm hello from the desk of the Head of Special Education Department. The sixth issue of DSE Symphony has some interesting articles to read. I am thankful to our distinguished contributors Ms Merry Barua, Prof. Reeta Sonawat and Ms Dipti Gandhi for sharing their work and experience with our readers in this issue.

It's a pleasure to let you have a peep into all the work done by DSE in the last six months. I take pride to acknowledge the efforts of my Department Faculty and Arushi teachers for their relentless work during the second wave of Covid-19 so that the morale of our students does not go down.

What has this pandemic taught us? I would say flexibility and resilience. We have also learnt different ways of communicating with our students, our staff and our parents. I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education. We at DSE, are revisiting our curriculum and curriculum transaction and constantly brainstorming to evolve with the demands of the changing times. Therefore, it becomes imperative that we train our teachers in effective use of technology in class. DSE organized a two-day webinar on 'Technology in Education' in the month of April with tech - savvy resource persons who demonstrated variety of tools to be used for teaching and evaluation in different classroom settings.

A National Webinar was organized on 'International and National Policies and Legislative Provisions for Persons with Disabilities' in the month of May. It was attended by more than 200 professionals across the country on Zoom and was live streamed on YouTube. We were honoured to have Dr M.N.G. Mani, CEO of International

Council of Education of People with Visual Impairment (ICEVI) as our chief guest. DSE students got an opportunity to listen to the stalwarts in the field of education.

DSE signed an MoU with Tata Institute of Social Sciences (TISS) to collaborate as research partners in Teacher Capacity Building Programme in Principles of Universal Design of Learning (UDL) for teacher educators of Tanzania, Bhutan, Nigeria, Afghanistan and India. In July, Faculty of DSE, Dr Apoorva Panshikar and myself conducted a ten-hour workshop on UDL for educators of participating countries.

DSE is fortunate to receive a grant of 4000\$ from Akhil Autism Foundation (USA) to support our dream of having a sensory garden for Arushi children. Our former Vice Chancellor Prof. Shashikala Wanjari Madam laid the foundation stone during the Bhoomi Poojan of the Sensory Garden.

Tata Trusts has continued to support DSE through our small endeavours to reach out to the community. Our Certificate Programme in Shadow Teaching has been announced and we wish more and more people who want to make a difference in the lives of children with disabilities join the course and equip themselves with the necessary skills.

The kind of training in class and skill enrichment workshops our students are exposed to, prepares them for global education. Though the pandemic has affected education of the students adversely and the recruitments are much less, yet our students have been hired by international schools in India and abroad. Many have been picked by prestigious schools locally. DSE has a strong alumni association which guides and mentors the existing students.

I would like to conclude with the hope that the uncertainty caused by the Covid-19 pandemic ends soon and we are able to bring back our

students and achieve much more together for the betterment of all our stakeholders.

Dr Sujata Bhan

Professor and Head
Department of Special
Education, SNTD WU



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education, in turn creating awareness in the community about people with disabilities. Our journey began back in September 2018 with the first edition of this newsletter which aimed at creating awareness September 2018 with the first edition of this newsletter which aimed at creating awareness on inclusive education. The April and October 2019 editions continued to emphasize the significance of inclusion in higher education as well as the holistic development of the students respectively. The next edition i.e. June 2020, was the special lockdown edition. It dealt with facing challenging times and discovering new ways of adjusting and accommodating to the new normal. The 5th edition, March 2021 discussed the impact of the New Education Policy 2020 on students with disabilities.

Now we are elated to launch the 6th edition of the DSE Symphony!

This edition brings to you the essence of special education - 'Remediation'. Dive deep into our 6th issue. Seize the knowledge that some of the best in the field have to share. Here is your dose of learning that will enlighten you even further about the nuances of remediation and learning. Enjoy the read.

-Writing Team

Student Creative Team 2021,
DSE Symphony

DSE Folk

The Autistic Student and Educational Implications

Autism is a developmental condition with a developmental trajectory that is quite different from the norm. It is a condition that is replete with myths. 'Autistic individuals don't like people'. 'They should not be in regular schools'. 'They are exceptionally talented'. 'They cannot lead regular lives'. While all of these may be true for some people with autism, just as it is true of any community, they are not true for all. What is true is that they have extreme unevenness in their skill development. So, an individual may



DSE SNTD WU welcomes VC Prof. Ujjwala Chakradeo. We hope to achieve greater heights under her patronage

DSE Symphony - Celebrating Education

Three years and five editions after its first publication, DSE Symphony continues to play its part in the task of transforming the mindset of people about disability. The newsletter was launched with the intention of exhibiting the events carried out by the department. It also imparts information in relation to the educational field, predominantly in the field of special

be exceptional in one skill set and the exact opposite in another. But, each autistic individual is different and unique with different skill sets and challenges. How they fare in the non-autistic (neurotypical) world is determined as much by these, as by the environmental barriers they encounter.

Autistic people experience, process and perceive the world quite differently from neurotypical people. This manifests in their communication, in the way they experience and express their thoughts, emotions and their bodies' inner sensations, and in the ways they relate to the social world around them.

In the absence of any physiological markers, in educational settings as well as elsewhere, autistic people are frequently expected to try to be 'normal'. This demand of the impossible places a huge burden of anxiety that permeates every aspect of their lived experiences.

India has a population of around 14 million autistic individuals. A significant number are of school going age. As a result of current practices and expectations there are very few autistic students in schools. Even fewer complete their secondary education. A mere handful make it to higher education.

A positive environment that addresses the accessibility needs of autistic students can ensure that they are able to receive meaningful education leading to fulfilling lives. This would mean understanding the students' needs from the autistic perspective, rather than from a neurotypical one, and ensuring that those needs are met. These would include accommodations in the physical environment, in structuring time, in the instructional

practices, and in the curriculum. Meeting these requirements would ensure a truly inclusive environment that benefits all autistic learners.

Merry Barua

Founder and Director
Action for Autism
New Delhi



Multiple Ways of Teaching Learning

The Multiple Intelligence Theory proposed by Howard Gardner suggests that individuals learn in a variety of ways. The cognition and learning styles of an individual can be categorized in a variety of contextual and naturalistic settings. There are at least eight kinds of intelligence in varying amounts in each individual that are required for fuller development. Classroom instructions should be planned to focus not only on linguistics and logic but also in areas like music, self-awareness, group processes, and dance for overall development. This framework and the usage of multiple entry points enable the teachers to provide multiple perspectives on a single topic.

1. Linguistic Intelligence - This involves sensitivity to spoken and written language. It is the ability to learn and use languages effectively as a means to remember information.

2. Logical - Mathematical Intelligence - This consists of the capacity to analyse problems, carry out mathematical operations, investigate issues scientifically, detect patterns, reason deductively and think logically.

3. Musical Intelligence - This is about skills in performance, composition, appreciation of musical patterns, the

capacity to recognize, compose musical pitches, tones and rhythms. People with high levels of this intelligence concentrate better with background music.

4. Bodily - Kinesthetic Intelligence - It entails the use of one's whole body or its parts to solve problems. People with this intelligence wiggle constantly and make sounds with their body parts (Beatboxers).

5. Visual - Spatial Intelligence - It is the potential to recognize and use the patterns of space and confined areas. This intelligence imparts the ability to think and visualize images.

6. Interpersonal Intelligence - This is concerned with understanding the intentions, motivations and desires of other people. They have strong personalities and are sensitive to others and their environment.

7. Intrapersonal Intelligence - This entails the capacity to understand oneself, appreciate one's feelings, fears and motivations. People with high intrapersonal intelligence are highly self-aware and have developed inner worlds.

8. Naturalist Intelligence - It is the way individuals relate to their surroundings and its role in their lives. They are sensitive to living things and to other features of the natural world.

Howard Gardner constructed 'Multiple Entry Points' i.e. different ways of introducing a topic in the classroom, allowing the teacher to link profiles of individual intelligence to the academic material that is being taught. The choice of entry points will depend on the circumstances as well as the nature of the material.

Example: To teach the topic 'Parts of the Body', the profile and the materials

could be matched in the following manner:

Linguistic – Books/ Posters

Logical - Mathematical – Count and compare parts of the body

Bodily - Kinesthetic – Creative movement

Visual - Spatial – Puzzles/ Models

Musical – Rhymes/ Poems

Interpersonal – Differences and Similarities

Intrapersonal – Mirror

Prof. Reeta Sonawat

Former Dean,
Professor & Head
Dept. of Human
Development, SNDT WU



Intervention Needs In Children With Cortical Visual Impairment

About CVI

Diagnosis of Cortical visual impairment, or Cerebral visual impairment:

❖ An eye examination that reveals a condition that cannot explain the profound lack of functional vision

❖ A medical history that includes neurological problems

❖ The presence of unique visual and behavioral characteristics

Unique characteristics and interventions

❖ Distinct color preferences - especially red or yellow

Use the preferred color as a visual 'anchor' to grab attention towards the object. E.g. To highlight the salient differences between two similar letters, such as b and d, and to mark and highlight diagrams.

❖ Need for movement - To elicit or sustain movement, either the object or

the person needs to move.

While presenting objects they can be moved for 2 to 3 seconds, once the child gains attention keep the object static.

Some children who cannot move the object move their head, teachers and parents should not dissuade the child from doing so.

❖ **Visual latency** - delayed responses in looking at objects

While presenting flashcards, or any other educational material, give more time to the child to respond. Be slow. During exams, give more time to read and understand or allow a scribe.

❖ **Visual field preferences** - Individuals with CVI may ignore information presented in certain areas of their visual field.

Have a slanted board as an adaptation that makes the material easily visible for the child. In the area of orientation and mobility, a cane can be used.

❖ **Difficulties with visual complexity** - Occur when there are multiple sensory stimuli competing for the viewer's attention or when an object itself presents a complex display in an environment. To help the child select one sensory channel at a time, the external stimuli must be controlled.

E.g. Avoid displaying educational material on walls, using less detailed sensory stimuli, highlighting important parts, using dark and contrasting boundaries etc. Controlling the background sounds helps in a congenial learning environment.

❖ **Light gazing and non - purposeful gaze** - Unusual attraction or need for light. Child may spend prolonged periods of time gazing at sources of light.

Controlling or using the sources of light resourcefully helps them to sustain attention.

E.g. Using a flashlight or light box as TLMs to teach children helps them to be attentive.

❖ **Difficulty with distance viewing** - To avoid the clutter in the environment a child will bring the target closer to their eye as they have difficulty in focusing distant targets.

A clutter free environment, good illumination and better contrast enhances vision and improves distance viewing.

❖ **Difficulty with visual novelty** - preference for viewing familiar objects.

"Anti novelty" or counterintuitive response to novel inputs. They prefer to see the targets that they have viewed many times and ignore objects or targets that are new.

Until the child learns the concept, use the same picture or model that was used initially and slowly progress to the new learning experience.

❖ **Absence of visually guided reach** - Looking and reaching occur as two separate, rather than simultaneous events. Children first look at the object, locate it, look away and then touch it.

Providing a scribe helps them to point to the blank and write within the lines. Also, contracting bold lines can give them guiding support.

To conclude, CVI causes visual deprivation because of the inability to access the confusing visual world. The nature of vision disruption in Cortical visual impairment correlates to the location and extent of the injury in the brain.

Visual plasticity facilitates improvements

in functional vision as CVI is a neurological impairment, however it alone cannot account for improvements.

According to professionals, majority of children with CVI improve with age. Appropriate opportunities and adaptations for using vision are the mechanisms that support plasticity.

Understanding the CVI characteristics and making the necessary changes is the key to help these children function better.

Dipti Gandhi

Low vision Educational
Consultant
Founder Director
Muskan Foundation



DSE BEATS

Faculty Publications

Prof. Sujata Bhan

❖ Bhan S. (2021) "Disability inclusive response and recovery planning for COVID-19", A UNESCO commissioned Research Project. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000378354>

❖ Gronseth, S., Dalton, E., Bhan, S., & Abraham, B. (2021). Access to build to internalize: Online professional development on UDL implementation in India and UAE. Proceedings of the Society for Information Technology & Teacher Education International Conference. Publisher: Association for the Advancement of Computing in Education (AACE), Waynesville, NC USA. ISBN 978-1-939797-5

❖ Kutty N., Bhan S. (2021) "Effectiveness of Method of Loci Technique on Memory of Children with Learning Difficulties", Aarhat Multidisciplinary International Education Research Journal, Vol. 10, No. 2, ISSN 2278-5655, Impact Factor 7.372

❖ Bhan S. (2021) 'Guidelines for e content for children with blindness and low vision', Chapter

in *Guidelines for the Development of e-Content for Children with Disabilities*, developed by Sub-Committee of Experts Constituted by the Ministry of Education Government of India, NCERT Publication Available at https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf

Dr Apoorva Panshikar

❖ Panshikar A, (2021) chapter on "Addressing Roadblocks to Inclusion in Education" in the book titled – Ms How and Me, Notion press.com, Chennai, ISBN 64733-979-1, 2019

Yukti Gupta

❖ Gupta Y, (2021) 'The Innovation Station'@ ETMA, ETMA Newsletter, March 2021

❖ Gupta Y. (2020). Inclusive Play: A Creative Input, Blind Welfare, National Association for the Blind, Newsletter, Vol.61 No. 3, March 2021, ISSN: 0006 - 4823

Betty Abraham

❖ Abraham B, (2021). 'Café Arpan', Artability, Creative Arts and Disability' edited by Parasuram R & Parasuram S, Notionpress 2021, ISBN: 978-1-63806-681-1

❖ Abraham B, (2021) 'Arushi Brain Gym' @ ETMA, ETMA Newsletter, March 2021

Remya Menon

❖ Remya U, (June, 2021). An Experimental Research on the Effect of Educational Practices in Improving Universal Human Value: Empathy among Students: Scholarly Research Journals for Interdisciplinary Studies, Special Issue May-June 2021, Vol 8/68 ISSN 2278-8808, SJIF 2021: 7.380. P.60-69

Faculty Participations

Prof. Sujata Bhan

Invited Speaker

❖ Invited as a Resource Person to present on 'Women with Disability: A victim of double discrimination' at an International Conference on the theme, 75 Years of Journey towards Empowering Person with Disabilities: An Introspection, organized by Composite Regional Centre for PwDs, Ahmedabad, Sardar Patel University, Vallabh Vidyanagar & IITE, Gandhinagar on September 14, 2021

❖ Invited as a Resource Person to present on 'NEP:2020 Promoting Inclusion and

Accountability of Teachers' in the National Conference on Inclusive Online Education organized by National Institute for Empowerment of Persons with Visual Disabilities (NIEPVD), Statutory Body of Gol, on August 24-25, 2021

❖ Deputed by RCI as a Resource Person for a six-day Training of Trainers Programme of Master trainers from 16 National institutes and NGOs for the execution of CBID Programme jointly prepared by University of Melbourne and RCI experts from August 16-23, 2021

❖ Invited as a Resource Person to conduct online Workshop on Universal Design for Learning (UDL) for teachers from India, Nigeria, Bhutan & Tanzania organized by TISS Connected Learning for Teacher Capacity Building in STEM (CL4STEM); A Project of TISS, July 5, 2021

❖ Invited as a Resource Person in an International Webinar series on Women and Development organized by Central University of Kerala, to present on 'Empowerment of Women with Disabilities' on May 3, 2021

❖ Invited speaker on "Access to build to internalize: Online professional development on UDL implementation in India and UAE", virtual presentation at the Society for Information Technology in Teacher Education (SITE), USA, International Conference, March 29, 2021

Dr Apoorva Panshikar

Invited Speaker

❖ Guest speaker for B.Ed. trainees of Kapila on: Does it Reflect a Generational Progress? on "Education: What do we Teach and Why do we Teach it?" organised by SOPAN's Suvidya Centre of Special, Mumbai, August 20, 2021

❖ Invited as a Resource Person for online Continuing Rehabilitation Education programme "Understanding SLD-Assessment, diagnosis and intervention" on "Intervention for Writing Problems in Children with Dysgraphia" organised by National Institute for Empowerment of Persons with Intellectual Disability (Regional Center), Navi Mumbai, August 5, 2021

❖ Invited as a Workshop Facilitator "Reaching and Teaching All Students with UDL" as part of 'Connected Learning for Teacher Capacity Building in STEM (CL4STEM)' project of Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, July 5-7, 2021

❖ Invited as a Panelist for discussion on "Inclusion on the virtual classrooms during the pandemic- How are we doing?" organised by Drishti, Mumbai, June 16, 2021

❖ Invited as a Resource Person for online workshop 'Development of Tools for Research in Education' on "Writing of Items in a Research Tool" organised by SOPAN's Suvidya Centre of Special Education, Mumbai, April 1, 2021

❖ Invited as a Guest Lecturer on 'Assessment of Learning Disability – An overview' and 'Assessment of Learning Disability – WISC, SPM, CPM, Aston Index' for Army Institute of Education, Delhi, March 11 and 12, 2021

Yukti Gupta

Invited Speaker

❖ Invited as a Resource Person (CRE) and conducted a session on 'Social Emotional Learning (SEL): The Real Skills for Success and Overview of SETT Framework', CBSE, New Delhi on August 28 & 29, 2021

❖ Invited as a Resource Person for an online state level workshop (CRE) and conducted a session on 'Clinical Assessment and Evaluation of Children with Visual Impairment, Ayodhya Charitable Trust, Pune on August 17, 2021

❖ Invited as a Resource Person for Training Program in Remedial Strategies for Learning Difficulties (RSLD), SNDT Women's University, 21st August, 2021

Betty Abraham

Invited Speaker

❖ Invited as a Resource Person for a two days Online Continuous Rehabilitation Program "Understanding Specific Learning Disabilities-Assessment, Diagnosis and Intervention" on 'Assessment Tool for Children with SLD-NIEPID GLAD' organized by National Institute for The Empowerment Of Persons With Intellectual Disabilities (Divyangjan)

Regional Centre, Navi Mumbai, August 5, 2021

❖Invited as a Moderator for Breakthroughs International Conference 2021 Malaysia, organised by Breakthroughs International and Brain Gym Malaysia held from July 29 to August 1, 2021

❖Invited as a Resource Person for Faculty Development Programme for online workshop on 'Inclusion of Learners in Higher Education' organized by IQAC of Ramnarain Ruia Autonomous College, July 30, 2021

❖Invited as a Resource Person on the topic 'Autism in Inclusion' for Parent Training Program organized by PNR Society For Relief And Rehabilitation Of The Disabled, Bhavnagar, Gujarat, April 5, 2021

Hemali Gada

Invited Speaker

❖Invited as a Resource Person for Training Program in Remedial Strategies for Learning Difficulties (RSLD), SNDT Women's University, August 21, 2021

❖Invited as a Resource Person for Short Term Professional Development Course In 'Learning Disability' organized by National Institute of Education in collaboration with Adira, September 25, 2021 & October 16, 2021

Educational Euphony

Educational Euphony brings to you the latest updates in the World of Education. Read on!

Community Based Inclusive Development Programme (CBID)



CBID is the first-ever scientific, research-based and competency-based program developed by RCI and the University of Melbourne. It was launched on May 19, 2021, by Hon'ble Minister of Social Justice and Empowerment Shri Gehlot and Prof. Duncan Maskell, Hon'ble Vice-Chancellor of University of Melbourne, Australia. 16 National Institutes and NGOs have been selected to offer this six-month programme to prepare Divyang Mitras to make a difference in the community and help in the rehabilitation of persons with disabilities.

Curtain Raiser: International Conference in Education 2 (ICE2)

DSE is excited to announce the upcoming ICE2, International Conference in Education 2. This three day conference organized in collaboration with the National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD) will be held from December 2- 4, 2021. There will be an opportunity for paper presentations on the third day of the conference.

The conference will be preceded by preconference workshops conducted by international experts from Italy and Israel on December 1, 2021.

The ICE2 Theme is 'Global Challenges in Education: Resilience and Reinvention'.



ICE2 will be a huge opportunity to learn and extend one's professional knowledge through interactions and discussions with resource persons spanning across the world.

We are delighted by the acceptance of

participation by eminent experts in the field of education from Greece, UAE, USA, UK, Finland, Australia, Canada and Bhutan.

The conference will be honoured by the presence of our esteemed Chief Guests Prof. Amie Upadhyay, Vice-Chancellor, Dr

Babasaheb Ambedkar Open University, Ahmedabad and Padmashree Uma Tulli, Social Worker, Educationist and the Founder of Amar Jyoti Charitable Trust, Delhi.

National Webinar on International and National Policies and Legislative Provisions for Persons with Disabilities (PLPWD2021)

The three-day National Webinar had stalwarts from the field of Special Education sharing their knowledge and expertise with reference to the policies and legislative provisions for persons with disabilities. We were blessed to have Dr M.N.G. Mani, Chief Executive Officer as our Chief Guest for the inauguration ceremony along with Dr Jayanthi Narayan as the Chief Guest for the valedictory ceremony. The webinar held on Zoom and live-streamed on YouTube was well received and had close to 200 participants.



DSE

Department of Special Education

SNIT Women's University

Organises a

National Webinar

INTERNATIONAL AND NATIONAL POLICIES AND LEGISLATIVE PROVISIONS FOR PERSONS WITH DISABILITIES (PLPD)

Date: May 5 - 7, 2021

Time: 11:00 am - 1:00 pm

Platform: Zoom

Telegram Group Link:

<https://t.me/jayanthiCN3Chd3907a1>



Department of Special Education, SNIT WU
Organises a webinar on



Technology in Education

'Technology Use' to 'Technology Integration'
for Enhancing
Student Learning and Engagement

April 15 to April 16, 2021
Time: 10:30 am - 01:30 pm

[Click here to register your email id to receive the Zoom link](#)



Technology in Education

Given the current scenario of online teaching and the increasing use of technology, we felt the need to train teachers in the use of various software and applications not only to support the students but also to effectively use it to teach in the classroom. Hence the idea of organising a two-day webinar titled 'Technology in Education' was developed. Resource persons with varied experiences in technology were identified to share their knowledge and expertise. The free webinar was attended by close to 100 participants on Zoom and YouTube.

Bhoomi Poojan of Akhil Autism Foundation Sensory Garden

The DSE Arushi dream project of constructing a sensory garden finally took off with a Bhoomi Poojan held on June 29, 2021. The event was graced by the presence of our Patron Vice-Chancellor Madam Shashikala Wanjari, Chief Guest Prof. Sudesh Mukhopadhyay, and Guest of Honour Mr Amol Gupte. The foundation stone was laid and the commemorative plaque unveiled. We were fortunate to have the online presence of Ms Manisha Lad and the board of trustees from Akhil Autism Foundation, our kindhearted and generous donor for this project.



Department of Special Education SNIT Women's University Announces Training Programme in REMEDIATION STRATEGIES FOR LEARNING DIFFICULTIES

Objectives
After completion of this training programme, participants will develop knowledge of various disabilities, components of Remediation Strategies.

Duration
From 15th August to 30th October 2021
16 Weeks (Monday to Friday)

Online Classes / Face to Face Classes

Course Start Date
August 15, 2021

For Further Details, Please Contact
Ms. Ravi Shrivastava - 9890049010
Email: drse@snitwomens.edu

Website
www.snitwomens.edu

Eligibility
Women with minimum qualification of BEd or equivalent with at least 45% aggregate marks.

Admission
Google Meet/Zoom Platform (During Institution)

Face to Face
Department of Special Education, SNIT Women's University (Open School)

Last Date for Registration
July 31, 2021

Click here to apply



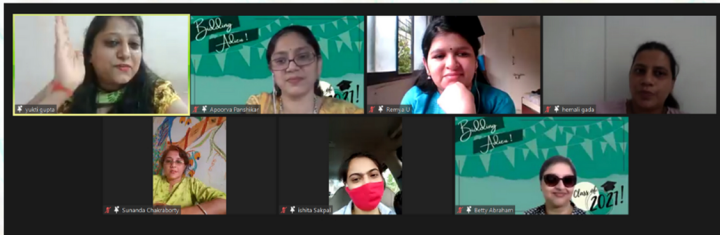
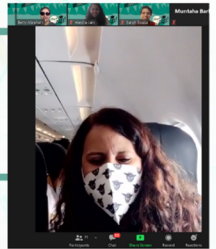
Training Programme in Remediation Strategies for Learning Difficulties

DSE launched its Training Programme in Remediation Strategies for Learning Difficulties. The Training Programme boasts of having some of the Creme de la Creme of educators from various disability sectors as resource persons. With 16 participants from across the world, the first session began on August 14, 2021. The curriculum thoughtfully developed by the team of experts in the department develops both practical skills as well theoretical knowledge in remediating various disabilities.

Bidding Adieu!

DSE Swansong

"Wishing you much joy and happiness as you begin a new chapter in your life." - Prof. Sujata Bhan

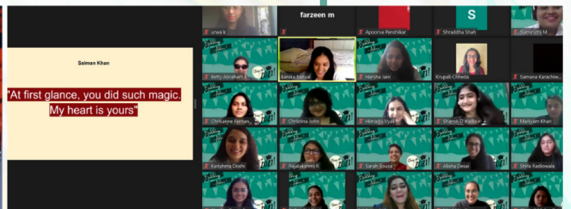


You've earned your wings and now you're ready to fly.

Dear teacher, you may be away from us but your teachings will never be.



**Not a goodbye...!
Just a 'so long' dear Seniors.**



Alumni Allegro

When the trying times of the pandemic were grappling around us, the students of DSE SNDT did not lose their determination and were perseverant in achieving their goal of becoming a special educator. Today the alumni have successfully completed their course and are here to share their experiences.

“ DSE was one of the most enjoyable roller coaster rides of my life! The faculty and management did not let the pandemic overpower the spirit of learning. They went out of their way to teach us theories and concepts. They handheld us and dealt with our shenanigans. I am sure that the diploma will provide a great headstart to my career as a special educator. I hope the department keeps on spreading the light of knowledge and prospers forever. ”

-Tejal Naarayan
PG Diploma in Management of
Learning Disability, (2020 - 2021)

“ It's an honour to be a part of the DSE SNDT WU, with such eminent professors especially like our HOD Dr.Sujata Bhan Ma'am. It's been a roller-coaster ride. Since day one, our professors had briefed us about their expectations and demands. Even though the transition was challenging, the faculty had been immensely supportive and understanding. They guided us at every step of the way. Being a student with Learning Disability, I assumed that I wouldn't be the right fit, but was motivated to break that chain of thought. My faculty and classmates were always there for me, we like to call it the DSE Family.

We thought the lockdown had reduced our chances in terms of practical knowledge, but our faculty introduced us to new learning and teaching platforms. We had access to multiple webinars and the ID Batch hosted a webinar as well. We were placed in the best of schools for our internships through which we received great exposure and experience to teach students.

On the whole, DSE SNDT WU, believes in holistic development and teaches us how to be an exceptional special educator! ”

- Samana Karachiwala
B.Ed Special Education
Intellectual Disability (2019 - 2021)

“ More than a quarter century ago, as I walked through the gates of the Juhu Campus, of SNDT Women's University, a student of the Department of Special Education; the back gates to be precise, I still remember the feeling of being exactly where I was meant to be. Such a wonderful mixed bag of emotions it has been...excitement, nervousness, stress, thrill of new learning and being able to actually teach children. Nose to the grindstone and head full of ideas and idealism.

Even today, the grindstone, the ideas, and ideals remain. For that's the legacy of DSE. One has to be more than the best. As teachers we owe our students that and more. And as a teacher today, I salute all my teachers as being a Special Educator is truly special. I wouldn't want to do anything else in my life. And I owe it to my teachers for preparing me for this path. ”

- Sudha S. Nair
SuDhi Learning Centre, Pune
B.Ed Special Education
Intellectual Disability (1994 -1995)

“ I am grateful and blessed to have been a part of The Department of Special Education, SNDT WU. These were the best two years of my life. I am taking back with me a lot of good memories and blessings from all my teachers. I received several opportunities to enhance my knowledge, not only through theory but also along with a great deal of training and practicals. This course at DSE helped me to improve my professional skills and as a result, boosted my confidence and shaped my personality. All my teachers were great facilitators who were extremely helpful and approachable. I will cherish these memories forever and DSE will always have a special place in my heart.”

- Feeza Naldoliya
B.Ed Special Education
Learning Disability (2019 - 2021)

Alone we can do so little; together we can do so much - Helen Keller. And so is the case for celebrations too! Be it the pandemic or not, the students and teachers of Arushi - The Learning Centre are always at the forefront to make every celebration joyous and enjoyable. Looking behind, at the series of virtual celebrations we feel overjoyed of how we made each event a special occasion. Be it Holi, Bakri Eid, International Yoga day, Sports day, Friendships day or even Independence day, the students and the family along with teachers were in great symphony.

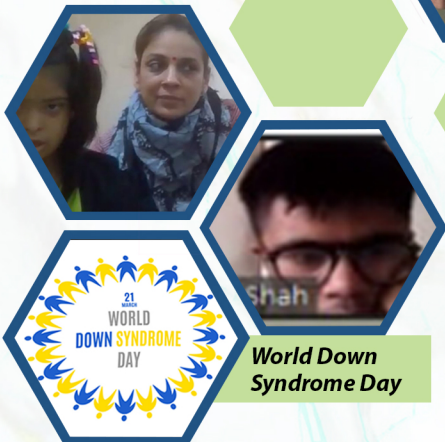
Virtual Sports day



Holi Celebration



World Down Syndrome Day



Life is nothing without the celebrations of events. So, keep celebrating.

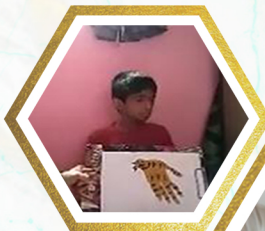
- Ashi Ponnus



**Raksha-Bandhan
Celebration**



**Autism Day
Celebration**



**Independence Day
Celebration**



**Yoga Day
Celebration**

**21st June
International
Day of Yoga**



**Bakra Eid
Celebration**

Multi Sensory Approach To Learning

Remedial programs are designed to reduce the gap between what students know and what they're expected to know. This is achieved by teaching them alternative techniques and tactics to overcome the obstacles of learning.

Remedial programs for younger students at Arushi - The Learning Centre focuses on building their academic concepts by using a multi sensory approach. This ensures that the learning happens in a manner that the child finds easy to grasp which in turn helps nurture their delayed sensory development.

The teachers plan and conduct activities where the children use multi sensory materials available in their natural environment leading to a better understanding of concepts and helps build a strong foundation. For this, the materials used are utensils, plants, grains and colourful toys. It helps them to explore and familiarize themselves with their surroundings and adds to the fun of learning. This extra support helps the students to catch up with their peers and boosts their confidence and self-esteem.

The strategies and innovative techniques used for remediation are also applied for the older students at Arushi. Remediation methods are different for the older students as their environment changes along with the increasing academic and social demands. Likewise, remediation is different for each student depending on their learning style and prerequisite knowledge. The plan for remedial teaching is designed as per the needs of the particular student.

Timely remediation strengthens their academic learning and enables the student to apply it in their regular day - to - day life.

-Neha Parekh
Acting Head Teacher
Arushi - The Learning Centre

Launchpad

Welcome to the student creative team led by Ms Nischitha Kaverappa.

Content creator - Urwa Kadri (Lead), Harsha Jain, Sumaiya Munshi.

Writing - Shruti Bhagwat (Lead), Alisha Desai, Juhi Idnani, Neethu Thomas.

Graphics - Shifa Radiowala (Lead), Delsy James, Nischitha Kaverappa, Sachi Shah, Safiya Siddiqui.

IN THE WORKS @ DSE

A Certificate Program in Shadow Teaching

After successfully completing 4 batches of the Certificate Program in Shadow Teaching, DSE launches its 5th batch in November 2021 with the support of Tata Trusts. Registrations are currently open. Limited seats only. Apply soon!

International Conference in Education 2 (ICE 2)

ICE2 brochure and registration details will be released soon along with the details of the paper presentation themes. The pre-conference workshop is scheduled on Dec 1, 2021 and the conference is scheduled from Dec 2 - 4, 2021. The conference will potentially offer professionals the opportunity to claim CRE points. Keep an eye on our website www.dsensdtwu.in for the brochure and registration details. Follow us on Instagram and Facebook. Take advantage of this wonderful opportunity to learn and grow.

Credits: Betty Abraham, Creative Director & the Student Creative team