



## From the Editor's Desk

As another issue of DSE SYMPHONY comes out, I find myself reflecting on the whirlwind of experiences that have added to the glory of our Department in the past six months. From academic breakthroughs, new initiatives and moments of personal growth of my faculty, the Department has been alive with energy and purpose. In this edition of SYMPHONY we have thought-provoking articles written by distinguished international faculty on the advent of technology in education. I thank each author for sharing their views on Universal Design for Learning and Artificial Intelligence.

The most significant event in the last six months was our 3rd International Conference on Education (ICE3) on the theme, 'Embracing Diversity: The Intersectional Experience'. The conference had representation of persons with disabilities, those working for the underrepresented section of the society, transgenders, and parents. It was a true confluence of remarkable speakers and a very receptive audience. I want to congratulate all my team members who made this ICSSR sponsored and RCI accredited conference a huge success. I thank every international and national speaker who added so much value to this three day conference by contributing in didactic sessions, panel discussions, fireside chats, and workshops. We had the honour of bestowing the Lifetime Achievement Award to Dr MNG Mani the former CEO of International Council for Education of People with Visual Impairment (ICEVI). The student ambassadors were the

highlight reflecting the dynamism of our Department. A number of publications are in the offing as an outcome of this conference. I wish to thank our Hon'ble Vice Chancellor Prof. Ujjwala Chakradeo, Pro Vice Chancellor Prof. Ruby Ojha, and our Registrar Dr Vilas Nandavadekar for their support to make ICE3 a memorable event in the history of the Department for times to come.

Whether it's the story of our student accomplishments or a spotlight on our faculty feats, each piece reflects the passion and resilience that define us. We celebrate the outstanding recognition of our students; Ms Rukaiya Sabuwala and Ms Aashna Khurana who make us so proud. Our present B.Ed. students displayed their creativity in the TLM exhibition which was really worthy of all praise. Our alumnae come back to their alma mater and enrich our present students with their knowledge and skills. I thank our Star Alumna Ms Geeta Dalal for taking a mesmerising session on 'Story Telling'. Our students are given a variety of experiences and many interesting workshops and seminars are arranged for them periodically. That explains our 100 percent Campus Placement held last month, as a testament to our students having an edge over the rest of the newly passed out special educators in the city. The scope of Special Education was never felt more than it is today when all government policies and supreme court judgements are focusing on inclusive education. I take this moment to reach out to the youth of today to take this path and experience a rewarding career by all means.

As a part of our community outreach the Department faculty are constantly conducting awareness programmes and capacity building training to promote access and equity in the society. Two research projects are being carried out by the faculty with a view to make a significant contribution to rehabilitation of persons with disabilities. The Department of Special Education believes strongly in collaboration. We have signed an MoU with Ibn Zohr University, Morocco and many academic activities are being planned. Our 22 students of the 8th batch of *Shadow Teaching Certificate Course* passed out in December and 21 students of the first batch of *Advanced Certificate Course in Inclusion and Inclusive Practices* in collaboration with St Xavier's Institute of Education also passed out in February. New batches of both the courses will be announced soon.

Arushi- the Learning Centre is the heartbeat of DSE. It is buzzing with many activities specially designed to meet the diverse needs of our neurodivergent learners. Be it gardening lessons by a Waldorf teacher, computer training, cooking project or the annual Sports Day, the children at Arushi are engaged in enjoyable and meaningful activities which help them develop to the best of their potential. We are signing an MoU with Perkins International (USA), the Indian Chapter. Arushi Centre is going to be adopted by Perkins and will facilitate us in turning Arushi into a Model Centre. We also collaborated with UMIT SNDTWU to develop a mobile app 'Arushi ConnectEd App', an app that eases the communication between the teachers and the parents of Arushi. I take this opportunity to profusely thank our donors who wish to stay anonymous, TATA Trusts, Akhil Autism Foundation, and GHARA who have shown unwavering support to Arushi. Without their faith in us we can achieve little.

As an editor, I'm immensely proud of the

team that works tirelessly behind the scenes to bring these stories to light. More than just a record of events, DSE SYMPHONY is a celebration of our shared journey and a reminder of the community we continue to build together. This is my last editorial piece for DSE SYMPHONY as I will be superannuating before the time of next issue, I am sure DSE will continue to shine and bring laurels to the University. It's been an amazing and very meaningful journey for me but that's a story for another day!

Thank you for reading, sharing, and contributing. Here's to new ideas, continued dialogue, and the spirit of learning that binds us all.

Dr Sujata Bhan  
Sr Professor & Head  
Department of Special Education  
SNDT Women's University



Congratulations Prof. (Dr) Sujata Bhan on  
your promotion to the position of Sr  
Professor.

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## **UDL, UDL 3.0 and Online Teaching**

### **INTRODUCTION OF UDL**

The concept and framework of Universal Design for Learning was developed in the mid-1990s by professionals in the fields of rehabilitation and special education who worked at the Center for Applied Special Technology (CAST) in Massachusetts, a state in north-eastern U.S.A. These professionals worked with children who had a wide range of disabilities and challenges, with the goal to remediate and rehabilitate their difficulties with carrying out the tasks important to every-day living. As the staff worked with the children, they began to realize that some of the assumptions they had about how the children should be expected to learn or respond or change were not working and probably were not correct. CAST started to search for different approaches to use in their work, and identified Universal Design as one of the concepts that had promise to lead them along this new way of thinking. Universal Design (UD), originally developed by Professor Ronald Mace and colleagues at North Carolina State University, outlined specific principles for making physical spaces universally accessible for ALL, regardless of needs. CAST embraced

these principles and went a step further... studying available neuroscientific research on how the brain learns... and blended this research on learning with the concept and principles of UD. What emerged was a new conceptual framework and set of principles focused specifically on supporting and improving the learning process for all students, recognizing that student variation is the norm, not student standardization. This was the birth of Universal Design for Learning, developed to guide educators to design curriculum, instruction, and learning environments that include the widest range of variation possible from the start – through the process of inclusive instructional design. The UDL principles, guidelines, and other UDL resources can be reviewed at <https://udlguidelines.cast.org/>

Currently, UDL is being studied and applied in many countries around the world to assist in their efforts to develop more inclusive educational environments for ALL students.

### **UDL 3.0 AND ONLINE TEACHING**

Universal Design for Learning has continued to evolve and develop as educators who use it offer feedback and recommendations to CAST and through published research and professional literature. The latest iteration is UDL 3.0, as described in the upcoming book, *Online Teaching in K-12, 2nd Edition* (Byrans-Bongey & Graziano, Eds.), emphasizes:

“To meet learner needs, UDL provides guidance to holistically address learner variability through the purposeful and proactive design of welcoming, accessible, and engaging learning environments. The latest update shifts the important educator-centric design of the past guidelines toward a shared learning experience, with increased learner voice, autonomy, and decision-making evident.” (p.166)

Myself and two colleagues, Kendra Grant

and Luis Perez, wrote an updated version for 'Learning and Online Learning' for this 2nd edition of the book, and in it we offer an in-depth exploration of the newly revised design principles and considerations for educators to use as they work to design their instruction in a universal way for broadest learner access, understanding, and engagement, particularly in an online environment. Emphasized in UDL 3.0 is the explicit valuing and honoring of diversity in the classroom, a focus on empowering the learner through the development of learner agency (feeling ownership and control over one's own learning), and valuing and supporting linguistic and cultural differences. In the chapter, we explore each principle and guideline of UDL 3.0 and offer numerous suggested strategies for how the UDL guidelines and considerations can be imbedded in the educator's curriculum and instruction in a very practical way. Here is an example:

For Design Multiple Means of Engagement, Guideline 7: Design Options for Welcoming Interests and Identities, Consideration 7.3: Nurture joy and play:

"In this version of UDL, joy and play (Consideration 7.3) are included. Many learning management systems (LMSs) have built-in tools to gamify, reward, and engage learners. Dozens of apps do the same thing. These are helpful tools to include in your instruction. However, they are often teacher-led forms of engagement. UDL wants both educators and learners to experience joy and play within the classroom. In many ways, the design of our learning platforms—linear and sequential—emphasizes the seriousness of learning. Fearing we only have a short time before we lose the learners' attention to get through the curriculum, we forget to make space for joy. Instead, consider ways to add joy and play into your learning environment: Build in time for games, movement, dance, art, and music

with no goal other than enjoyment." (p. 171) with current interest in UDL, and the newest version 3.0, continuing to grow, we hope to provide clear and welcome guidance through this chapter for those who seek to expand their skills to reach the ultimate goal of designing their classrooms to be accessible, responsive, engaging, and successful for all learners in them. Wishing you all the very best.

Information for first edition of the referenced book and chapter:

Perez, L., Grant, K. & Dalton, E. (2016). Universal Design for Learning (UDL) and Online Learning. In Online Teaching Methods: The Essential Handbook for K-12 Teacher.

Dr Elizabeth M. Dalton  
UDL Consultant & Specialist  
Rhode Island, USA



### **AI Simulations in Teacher Education: Opportunities, Challenges, and Ethical Considerations**

The rapid advancement of digitalization has fundamentally reshaped the educational landscape, with artificial intelligence (AI) becoming an integral component of both teaching and learning. AI facilitates flexible and personalized learning experiences and can therefore be considered as playing a crucial role in enabling teachers to offer a differentiated education for their students. Moreover, in higher education AI holds the power to contribute significantly to the preparation of future educators by equipping them with the tools and strategies necessary to effectively address the diverse needs of learners in contemporary classrooms. However, its implementation must be carefully managed to uphold ethical and pedagogical considerations. One of the most essential aspects of the

educational endeavour teaching profession is teachers' ability to initiate, develop, and maintain high-quality relationships with students, as these relationships are crucial for both academic success and social development. However, despite its significance, many teachers find relationship-building to be one of the most challenging aspects of their profession. Previous research also highlights that this area is often overlooked in teacher education, leaving new teachers feeling overwhelmed by the task.

Therefore, a particularly promising application of AI in teacher education is the use of simulated teaching environments, which allow future teachers to develop relational skills in a controlled setting. AI-driven virtual students, equipped with adaptive response models, can provide student teachers with realistic training in areas such as classroom interaction, differentiated instruction, conflict resolution, and instructional strategies. These simulations enable student teachers to experiment with various teaching approaches, helping them refine relational strategies to support the diverse range of students present in every classroom. Thus, AI-enhanced simulations can serve as a valuable complement to traditional teacher education by providing structured opportunities for skill development and fostering meaningful discussions among students, thereby enhancing student teachers' preparedness before they engage in real classroom settings.

However, while AI simulations provide structured training opportunities, they still face limitations in fully replicating the complexities of real-world classroom interactions. These simulations might currently struggle to capture the unpredictability, emotional nuances, and intricate social dynamics inherent in authentic educational settings.

Nevertheless, advancements in AI-driven character modeling—where virtual students defined by detailed personality traits, backgrounds, preferences, and behaviors—continue to enhance realism, promising increasingly accurate and engaging interactions in the near future. It must, however, be considered that current simulations may reflect biases embedded in their training data, including those related to gender, neurodevelopmental diversity, learning abilities, and cultural or socio-economic backgrounds. If left unaddressed, these biases risk reinforcing stereotypes and contributing to stigmatization. To mitigate these risks, it is essential to foster continuous critical reflection and discussion among teacher candidates, ensuring an awareness of both the potential and limitations of AI-driven pedagogical tools.

Dr Linda Plantin Ewe  
Kristianstad University  
Sweden, Europe



## Plato and AI: The Dialectical Nature of Artificial Intelligence

If Plato observed our technological landscape, he might find artificial intelligence intriguing. His philosophy of education and knowledge provides a compelling lens to examine our relationship with AI.

At the heart of Platonic education lies the dialectical method—inquiry through questioning that guides students toward truth. This approach, immortalized in Socratic dialogues, resembles how we interact with AI today. When we prompt an AI system, we engage in a form of dialectic: question, answer, refinement, and further



questioning—mirroring what Plato considered essential to any genuine. These parallels extend to Plato's paradox of learning from the Meno dialogue: How can we search for something we don't know? If we don't know what we're looking for, how will we recognize it? Plato's solution was anamnesis—the theory that learning is recollection, retrieving knowledge our souls possessed before birth.

Our interactions with AI embody this paradox. When querying AI, we often don't precisely know what we're seeking, yet somehow recognize when it provides a satisfactory answer—those crucial "Aha!" moments. But unlike Plato's theory of remembering, these moments arise not from recovering pre-birth knowledge but from our human capacity to contextualize information based on prior knowledge and experience.

AI generates responses that are already shaped by our questions, which themselves are embedded in our interpretative frameworks: our culture, norms, language, and history. Yet the machine doesn't "know" in the Platonic sense—it processes patterns without comprehending them. It is we who create genuine meaning when AI output aligns with our existing knowledge structures, interpreting results through the lens of our lived experience and contextual understanding.

Plato would likely view AI not as a replacement for human intelligence but as a tool in the dialectical journey toward wisdom. AI tools are not magic. They require familiarity, practice, and understanding of their capabilities and limitations. They don't create in our place; they expand our ability to create. The paradox of learning reinforces this, as it encapsulates the knowledge needed to recognize that we have found what we were searching for—that now, we truly

know.

Dr Gilit Cohen  
Zefat Academic College  
Israel, West Asia



**“Every student can learn, just not on the same day or in the same way.”**

**— George Evans**

**DSE BEATS**

## **MEMBERSHIPS**

### **Sr Prof. Sujata Bhan**

- ❖ Nominated as International core team of the International Collaboratory for Leadership in Universally Designed Education (INCLUDE), initiative by University of Worcester, UK (2025)
- ❖ Appointed as the Chairperson of Research Ethics Committee of Sense International Indian Chapter (Sense India) (2025)
- ❖ Selected as Co-Editor, Journal of Universal Design and Universal Design for Learning (IJUDUDL) a peer-reviewed, open access online publication hosted by the Ministry of Higher Education, Scientific Research and Professional Training, Ibn Zohr University, Morocco (2024)

## **CONFERRED AWARD**

### **Sr Prof. Sujata Bhan**

- ❖ Awarded by Early Childhood Education (ECA) and Association for Preparatory Education and Research (APER) for exemplary work and contribution for inclusion in preparatory years (February 15,

## FACULTY PUBLICATIONS

### Sr Prof. Sujata Bhan

❖ Bhan, S. (2025). Article review, 'Family Diversity from the Perspective of Early Childhood Education Students' by Nieves, P., Cara, M., Moya, E., and Gonzalez, C., published in Education Sciences 2025, 15(4), 456. Available at <https://doi.org/10.3390/educsci15040456>

❖ Bhan S. (2025). Article review, 'A Comparative Analysis of Preservice Teachers' Knowledge of Reading Instruction and their Confidence in Supporting Struggling Readers: A Study of India and England', by Daniel, J., Misquitta, R., and Nelson, S., published in Education Sciences 2025, 15(4), 442. Available on <https://doi.org/10.3390/educsci15040442>

## FACULTY PARTICIPATIONS

### Sr Prof. Sujata Bhan

❖ Participated in the National Workshop on 'Multidisciplinary Education and Research University under PM- USHA', organized by Ministry of Education (April 30-May 1, 2025)

❖ Podcast with Dr Vinay Singh, Founder Orange Neurosciences, Canada on 'Changing Education Landscape in India and Beyond' (April 19, 2025) Available on [https://www.youtube.com/live/sFqzUbpy4sM?si=B10r5\\_QRBI6wmOp](https://www.youtube.com/live/sFqzUbpy4sM?si=B10r5_QRBI6wmOp)

❖ Invited to present on 'Role of Teachers and Families as Change Agents in Inclusive Education', and on 'Innovative Pedagogies' in a National CRE programme on the theme, 'Advancing Sustainable Practices and future Innovations in Cross Disability Education', organized by PNR Society Bhavnagar (March 28, 2025)

❖ Invited to present on 'National Curriculum Framework-The Foundational stage', and conduct a workshop on 'UDL and Equity', in a programme organized by Bethany Society, 'Regional action on Inclusive Education in Northeast (RAISE) Revisited' at Guwahati (March 20-21, 2025)

❖ Invited as Panelist to speak on 'Neurodiversity Around the World', during the Neurodiversity Celebration Week (March 17-23) organized by Lexxic, a Psychological Consultancy, UK (March 20, 2025)

Available on <https://lexxic.com/ncw25-event-20>

❖ Invited by University of East Anglia to examine a Doctoral Thesis in person (March 17, 2025)

❖ Invited to Chair online sessions on the theme 'Sustainable Educational Practice and the Circular Economy' in the online International Conference, 'Global Summit on Social Innovation, Education, and Sustainability' organized by Jadavpur University and Central University of Kerala (February 13, 2025)

❖ Invited to conduct a workshop on 'UDL The Concept and Implications in the Classroom', in the international conference SAMAGRA 2025 on the theme, 'Charting Holistic Routes for Learners with Specific Learning disabilities', organized by Dr Anjali Morris Education and Health Foundation (February 1, 2025)

❖ Invited to be a Panelist at Purple Jallosh organized by the Divyang Bhavan Foundation of Pimpri Chinchwad Municipal Corporation on the theme 'Inclusive Education: Possibilities and Challenges' (January 17, 2025)

❖ Invited as a speaker on 'UDL Based Lesson Planning' in the five days CRE Capacity Building Programme for special education teachers on the theme, 'Equitable and Inclusive Education in the Light of NEP 2020', organized by DSGSN NCERT-DOSEL, MoE, GoI in collaboration with NIEPID- DEPWED, MSJ&E, GoI (December 10, 2024)

❖ Podcast with Dr. Joanne Banks Podcaster, Lecturer and researcher in inclusive education at the School of Education in Trinity College Dublin. (December 5, 2024)  
Full episode audio: <https://open.spotify.com/episode/6x9eeAnHQf2tvJmvQ7DTIb?si=b1b66d65f198473b>  
Full episode video:

<https://youtu.be/ZaYiwBMc2YY?si=pMIaAuaG8iX3ZHTUg>

### **Dr Apoorva Panshikar**

❖ Resource person for National Level Online CRE Programme (RCI Approved) titled 'Technological Empowerment, Accessibility & Sustainability in Inclusive Classrooms' organised by Amity Institute of Rehabilitation Sciences, Amity University Uttar Pradesh (Noida) on 'Transforming Your Classrooms with UDL and AI' (April 21, 2025)

❖ Resource person for CRE approved by Rehabilitation Council of India 'Differentiated Instruction: Overcoming Curricular Disabilities' organised by SOPAN's Suvidya College of Special Education on 'Differentiated Lesson Planning' (April 16, 2025)

❖ Resource person for 'NEP-2020 Orientation and Sensitization programme' organised by the UGC-MMTTC of SNDT Women's University, Mumbai in collaboration with SNDT Arts and Commerce College, Pune, a constituent college of SNDTWU on 'Student Diversity and Inclusion' (March 27, 2025)

❖ Resource person for 3 day workshop on 'Specific Learning Disabilities' organised by Shishu Sarothi, Guwahati supported by Azim Premji Foundation (March 24 – 26, 2025)

❖ Invited as Chairperson for paper presentations for Two-day International Webinar 'The Educator's Toolkit: Upskilling for 21st Century Classrooms' organised by Smt. Kapila Khandvala College of Education, Mumbai ( March 11 -12, 2025)

❖ Resource person for State level CRE programme 'National Education Policy 2020: Equitable and Inclusive Education All' organised by Ekata Shikshan Prasarak Mandal, Jintur, Parbhani on 'Teacher Education : NEP 2020' (March 3, 2025)

❖ Resource person for State level CRE programme 'National Education Policy 2020: Equitable and Inclusive Education All' organised by Ekata Shikshan Prasarak

Mandal, Jintur, Parbhani on 'Equitable and Inclusive Education: NEP 2020' (March 3, 2025)

❖ Resource person for 1st FIP – Guru - Dakshta Faculty Induction Programme on topic 'Effective Classrooms' organised by Indian Institute of Teacher Education, Gandhinagar under MMTTP (February 12, 2025)

❖ Resource person for Faculty Development Programme on 'Learning Implications of Different Categories of Disabilities at Different Levels and Inclusive Pedagogies' organised by Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan), Mumbai (January 7, 2025)

❖ Resource person for CRE 'Best Practices for Children with Diverse Needs' organised by Hashu Advani College of Special Education on 'IEP' (December 18, 2024)

❖ Resource person for 'Capacity Building of Special Education Teachers on Equitable and Inclusive Education in Light of NEP 2020' organised by NCERT in collaboration with National Institute of Empowerment of Persons with Intellectual Disability – RC on 'Building Inclusive Learning Communities in Schools' (December 11, 2024)

❖ Resource person for FDP organised by Composite Regional Center, Ahmedabad on 'Understanding Policies and Support Mechanism of Central and State Government' (December 10, 2024)

### **Ms Yukti Goel**

❖ Resource person for a session on 'IEP & Inclusion' organized by Muskan Foundation for People with Multiple Disabilities, Mumbai (January 29 & February 20, 2025)

❖ Invited as a Speaker to take a session on 'Accessibility to Expanded Core Curriculum for Students with Visual Impairment in India' organized by World Conference, ICEVI Global, Ahmedabad (November 14 -16, 2024)

### **Ms Betty Abraham**

❖ Resource person for a five lecture series on various aspects of Special Education for the Diploma Course in 'Early Childhood Care and



Education', organised by Indian Women Scientists' Association (IWSA) in collaboration with SNTDWU (March 6 -20, 2025)

### **Ms Hemali Gada**

❖ Invited as a speaker for certificate course organized by Muskaan Foundation on the topic 'Learning Disabilities' (March 19, 2025)

❖ Resource person for State level CRE programme 'National Education Policy 2020: Equitable and Inclusive Education for All' organised by Ekata Shikshan Prasarak Mandal, Jintur, Parbhani on 'Higher Education: NEP2020' (March 3, 2025)

❖ Resource person for State level CRE programme 'National Education Policy 2020: Equitable and Inclusive Education for All' organised by Ekata Shikshan Prasarak Mandal, Jintur, Parbhani on the topic 'SEDG's: NEP2020' (March 3, 2025)

❖ Invited as a speaker for advanced 6-month diploma course in 'Learning Disability & Inclusion' organised by Arya Vidya Mandir Institute of Special Education (AVM ISE) in 'Remediation in Skills of Learning: Reading' (November 27, 2024)

❖ Participated as a contributor to the development of the 'Integrated Special and Inclusive Teacher Education Programme (ISITEP) Curriculum Framework' for the academic session 2024–2025, under the aegis of the Rehabilitation Council of India (RCI), a statutory body of the 'Ministry of Social Justice & Empowerment, Department of Empowerment of Persons with Disabilities (Divyangjan)'. (August - October 2024)

## **FACULTY PAPER PRESENTATIONS**

### **Ms Yukti Goel**

❖ Gupta Y. & Bhan S. (2025). 'Dance for Student with Visual Impairment: Building Confidence and Motor Skills', 3rd International Conference on Education (ICE3), Theme 'Embracing Diversity: The Intersectional Experience' Department of Special Education, SNTDWU Women's University in collaboration with Jai Vakeel Foundation, January 9-11, 2025

### **Ms Betty Abraham**

❖ Abraham B., Parekh N & Nair R (2025). 'Empowering Every Learner: The Role of Conventional and Innovative Therapies in Inclusive Education', 3rd International Conference on Education (ICE3), Theme 'Embracing Diversity: The Intersectional Experience' January 9-11, 2025 organised by Department of Special Education, SNTDWU Women's University in collaboration with Jai Vakeel Foundation, January 9-11, 2025

### **Ms Hemali Gada**

❖ Gada H. (2025). 'Empowering Transition: Enhancing Social Emotional Learning for students with Visual Impairment', 3rd International Conference on Education (ICE3), Theme 'Embracing Diversity: The Intersectional Experience' January 9-11, 2025 organised by Department of Special Education in Collaboration with Jai Vakeel Foundation, January 9-11, 2025

### **Ms Foram Chhadva**

❖ Chhadva F. (2025). 'Role of Community Engagement in Promoting Social Inclusion of Persons with Disabilities', 3rd International Conference on Education (ICE3), Theme 'Embracing Diversity: The Intersectional Experience' January 9-11, 2025 organised by Department of Special Education in Collaboration with Jai Vakeel Foundation, January 9-11, 2025

### **Ms Hetal Waghela**

❖ Waghela H., Bhan S., Gupta Y. (2025). 'Life Journey of Young Adults with Learning Disability', 3rd International Conference on Education (ICE3), Theme 'Embracing Diversity: The Intersectional Experience' January 9-11, 2025 organised by Department of Special Education in Collaboration with Jai Vakeel Foundation, January 9-11, 2025

**"Diversity is being invited to the party; inclusion is being asked to dance."**

**— Verna Myers**

## ALUMNAE ALLEGRO

The four years I spent at the Department of Special Education, SNTD Women's University have been some of the most memorable and transformative years of my life. From the initial theory lectures and micro-teaching lessons to school visits, curriculum planning, lesson designs, and even a vacation plan in Marathi — every experience was both fun and foundational. These years shaped not just my knowledge but also my perspective on inclusive education. DSE gave me more than academics — it gave me friends who stood by me through sleepless nights, tough assignments, and long study calls. The faculty were a guiding force throughout. They never handed us answers but instead encouraged us to explore, question, and learn in meaningful ways. Even when the pandemic moved lectures online, the learning never lost its depth — only the in-person warmth was missed.

After B.Ed., I pursued my M.Ed. The M.Ed. programme opened up a new dimension for me: teacher training. I never thought I'd be good at it until I experienced the joy of taking lectures for B.Ed. trainees. Joining the department as a visiting faculty member has been a learning experience of its own. I've grown in ways I hadn't imagined and am thankful for every step that brought me here. To my faculty, friends, and family — thank you for being part of this journey. And to DSE — thank you for shaping who I am today. I feel proud to be a DSE alumna.

Hetal Waghela  
M.Ed. Special Education  
(Learning Disability  
2020 -2022)



During this period, I acquired various teaching techniques through hands-on learning, case studies, and visits to organizations that work with special students. These experiences significantly enhanced my learning and knowledge. I'm proud to have been part of DSE where the experienced teachers and faculty provided invaluable support and nurtured us. It's truly a great place to learn and grow.

Trupti Bharat Lokare  
B.Ed Special Education  
(Intellectual Disability  
2022 - 2024)



As a mathematics educator with over a decade of experience teaching undergraduate students, enrolling in a course on special education was a transformative step in my professional journey. The course helped me reimagine how abstract mathematical concepts could be made meaningful for diverse learners. What I gained from this course was not just knowledge, but a shift in perspective. Through my training here, I realized that every learner is unique, and so should be the teaching.

The transformation went beyond mathematics. The Department equipped me with skills to teach across subjects — reading, writing, science etc. I also learned how to design individualized education plans (IEPs), use assistive technologies, implement behaviour management strategies, and adapt curriculum materials across subjects to meet diverse needs. Learning extended far beyond the four walls of the classroom, through field visits, hands-on projects, and practical assignments. The unwavering support from our faculty made the experience even more meaningful, who patiently reviewed our lesson plans, guided our reflections, and

I recently completed my B.Ed. in Special Education from SNTD Department of Special Education between 2022 -2024.

constantly challenged us to think beyond the textbook. Today, I move forward in my journey as an educator committed to Nurturing, Enabling and Empowering People with Disabilities- the mission of the Department of Special Education.

A special thanks to the Department of Special Education (DSE) for their guidance, resources, and supportive learning environment. This course gave me more than skills — it gave me a new perspective. I no longer see myself only as someone who delivers content, but as a facilitator of learning for all students.

Bhanuj Sethi  
B.Ed Special Education  
(Learning Disability  
2023 -2025)



The PG Diploma in management of learning disability was a valuable learning experience for me. I chose this course to explore this field, and it provided exactly that. The topics covered were relevant and helped build a strong foundation. I also had the opportunity to volunteer at the ICE 3 conference, which was a highlight of the year. The teachers are passionate and very helpful, they encouraged us to think independently through well designed assignments. This course gave me clarity about my interests and direction. I'm truly very grateful.

Yastika Kanchan  
PGDMLD  
(2024 -2025)



## **My Experience at the Perkins School for the Blind**

As an international scholar at Perkins School for the Blind, USA, a school that believes "Every child can learn and has a place in the world," I've had the opportunity to experience

a place that has shaped the field of education for the blind for over 200 years. Perkins collaborates with professionals worldwide, training them to bring back these strategies to their own countries.

Each day has been an enriching experience, allowing me to learn from a school with such a long-standing legacy. The 10-month program has given me the chance to learn strategies that I had only studied in theory before. As a teacher of the visually impaired, it was incredible to see the full implementation of the 'Expanded Core Curriculum' (ECC) across the campus. The students, not only with visual impairments but also those with other disabilities such as CHARGE syndrome or Usher syndrome and complex medical conditions, truly benefit from a holistic approach to their development.

The ECC is implemented with total communication, meaning students are given the freedom to communicate in any way that works for them. This can include sign language, braille, tactile sign language, switches, AAC devices, eye-tracking devices, or even the use of symbols. The school takes an individualized, child-centered approach to planning IEPs and assessments, which ensures each student's unique needs are met.

One of the most valuable things I've learned here as a TVI (Teacher of the Visually Impaired) is about Cortical Visual Impairment (CVI), an emerging condition in India. The strategies I've learned at Perkins are especially valuable in understanding how to support children with CVI, and I'm eager to apply them back in India where awareness of this condition is still developing.

Ms Rukaiya Sabuwala  
M.Ed. Special Education  
(2022-24)



On Scholarship for Education Leadership Programme at Perkins School for the Blind Boston, USA

## DSE EVENTS

### ICE 3 International Conference on Education- 3

Sujata,  
You have made a history in SNDT. In my  
tenure of almost three decades and after  
that also coming to SNDT and attended  
many conferences but didn't find this scale  
and this style. Congratulations, for giving me  
personal touch in your busy time.

**Dr Dinaz Wadia**

A huge congratulations to Prof. Sujata for  
organizing such a successful and memorable  
conference! The sessions were insightful, the  
logistics seamless, and the hospitality unmatched.  
Now that the conference is over, I hope you can  
finally catch your breath and relax a little. Kudos to  
you and your team for an incredible job.

**Dr Mustapha Aabi**



Sujatha dear and your team... I am rarely  
short of appropriate words. But now I find myself struggling for  
the right words to express my immense appreciation of your one  
- year effort in planning, curating, struggling for funds, dealing  
with prima donna RPs, accommodating, adapting, modifying,  
substituting... (Gosh, am I taking a class on curriculum  
Adaptations?) ...I empathise with your struggles.. But what an  
IMPACT you have had!!! This was THE MOST Amazingly RICH  
Conference that I have attended in recent times... Soooo much  
learning.

**Dr Aloka Guha**

Congratulations dear Dr Sujata ...for  
a...great show, heightened learning,  
trillion insights, bountiful of joy &  
infectious energy

**Dr Harish Shetty**





I wish to thank each and everyone who played role in organising and managing this conference. Truly a very successful conference.  
Thanks a million to Sujataji for leading the team

**Dr Bhushan Punani**

Good morning everyone. As always the event was well thought of and amazingly executed ..  
Kudos.

**Dr Shyamla Dalvi**



Respected Prof. Bhan ma'am,  
I am writing to express my sincere gratitude for the incredible conference ICE 3 held. The meticulous planning and execution were truly commendable. The workshops were particularly valuable, as the learnings significantly contributed to my existing knowledge base. I am deeply grateful for the opportunity to participate in this platform for learning and growth.  
Thank you once again.  
Sincerely,

**Antara**



Hi Sujata Ma'am, Many congratulations on successfully hosting this wonderful conference! It was truly a learning experience, and I gained so much valuable knowledge from the sessions I attended.  
Wishing you some well-deserved rest and relaxation. Please take care of yourself.  
Thank you once again for this enriching experience.

**Gurpreet**

I just landed in Delhi I join all to echo the gratitude and appreciation. It was truly a very well planned and meaningful academic treat!  
Kudos to the entire team where each one was a leader and a doer! A special gratitude indeed to our excellent student ambassadors. Each one walked yye extra mile to ensure that we recall this event with fondness and joy! Relax and unwind after what was really a job well done !!!

**Dr Anupam Ahuja**

Dear Sujata and Team,  
Heartfelt thanks to you and your entire team for organizing such a successful conference. The seamless coordination and thoughtful planning were truly remarkable.  
A special note of gratitude to the esteemed Student Ambassadors for their kind personal attention and dedication, which greatly enhanced the experience for everyone involved. Their efforts were both inspiring and deeply appreciated.  
"THANKS NITI"

Congratulations once again on a job exceptionally well done!  
**Akhil Paul**



As I wake this morning on the beautiful campus of Om Above in Karjat, Maharashtra, I reflect upon the truly wonderful experience of our ICE3 Conference together with all of you. We are truly so fortunate to be able to gather in this way, to share our ideas, our experiences, our knowledge, and to build even stronger relationships together - and to birth new ones. Thank you so very much to Dr. Sujata Bhan, dear colleague, and your entire team of educators, staff members, student ambassadors, and all for the hard work and creativity you clearly have shown to create and carry out ICE3. Its richness will carry us far into the future.

**Dr Elizabeth Dalton**



Kudos Team SNDT and Jai Vakeel Foundation.

I express my heartfelt gratitude for the incredible effort, dedication, and meticulous planning that went into organizing the International Conference.

The event was truly a testament to your commitment to excellence.

From the seamless coordination of sessions to the engaging lineup of speakers, every aspect of the conference reflected your professionalism and attention to detail.

From the seamless coordination of sessions to the engaging lineup of speakers, every aspect of the conference reflected your professionalism and attention to detail.

The platform you created for meaningful discussions, networking, and learning was invaluable, and it was clear that the needs of attendees were a top priority.

Your hard work has left a lasting impact on all of us who had the privilege of participating.

**Dr Vijay Shankar Sharma**

## Teaching Learning Materials (TLM) Workshops



There were two Teaching Learning Materials (TLM) Workshops conducted by two resource persons. The 'Crafting Effective Learning Aids' workshop was held on January 4, 2025 by Ms Khushboo Shah, and 'Developing Teaching Learning Material' workshop was held on February 18, 2025 by Ms Chhaya Ghatge. Both the resource persons are an expert in the field of Special Education that guided the participants through various stages of Teaching Learning Material (TLM) making.

They shared their best practices and strategies for integrating learning aids effectively into the teaching process. The importance of adaptability and tailoring aids to the needs of individual students was discussed in both the workshops. The two Teaching Learning Material (TLM) Workshops were a valuable and enriching experience for the teacher trainees. It inspired creativity and innovation in teaching practices.



## Artipity Workshop

On February 28, 2025, the Department of Special Education hosted an insightful workshop on 'Artipity', conducted by Dr Gilit Cohen, faculty at Zefat Academic College and an artist.

The workshop revolved around the concept of 'Serendipity' which refers to the occurrence and development of events by chance in a happy and beneficial way.



The workshop emphasized the idea of repurposing daily objects to challenge conventional thinking and perspective. The workshop enabled the participants to experience the process of transformation of daily objects. The participants left the workshop with an enhanced and new perspective on visualising and creating art/ TLMs from everyday objects in our surroundings.



## Alumnae Allegro Live: Teaching Through Tales: Master Storytelling in Education

The Alumnae Allegro Live Workshop on 'Storytelling in Education' led by Ms Geeta Dalal, took place on April 19, 2025.

With many years of experience Ms Dalal shared her learnings, insights, live experiences about how stories can be used as an integral part of teaching and learning. This workshop was organized to equip the teacher trainees and the Arushi-LC staff with effective storytelling skills.

The experiential workshop concluded with the participants conducting a storytelling session while demonstrating the skills learnt through the course of the workshop.

Both the teacher trainees and Arushi-LC staff left the workshop gurgling with excitement and whispering potential storylines to each other.



## Classroom Behaviour Management

Ms Seema Ganjoo conducted a workshop on 'Behaviour Management' on April 28, 2025 to equip teacher trainees with strategies for managing the behavioural needs of children with special needs especially those with a diagnosis of Autism.

The workshop covered several essential concepts to help trainees better understand and support student behaviour. Participants discussed various classroom

situations and practised applying the models of ABC and SEAT to understand the behaviour of students. Special focus was given to the use of visual boards to support behavior management.

## Brain Boost Bonanza

A Teaching Learning Material (TLM) exhibition- 'Brain Boost Bonanza' was organized on May 3, 2025. The aim of the event was to showcase the effective TLMs innovated and created by the teacher trainees over the academic year. The presentations were divided into the categories of group and individual. It was a proud moment for everyone to see the variations in the imaginative and potential TLMs. Many of the TLMs were developed on the basis of the concept of gamification.



The TLMs varied from puppets to working models to three-dimensional models and of course games. The event was graced by the presence of Dr Chandrashekher Gawali, Head of the Department of Human Development, SNDT Women's University. As the honorary judge Dr Gawali evaluated all the TLMs to select the best TLM in the exhibition.



# Diwali Celebration



## Pretend Play on Children's Day



# Christmas Celebration



# Arushi Annual Picnic

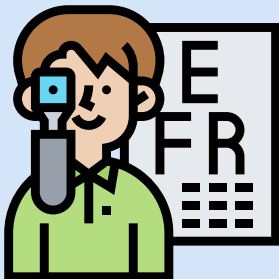




# International Day of Persons with Disabilities 2024



## Eye Checkup at Kids Eye Clinic



# Dental Checkup at Arushi



## Field trip to Dent Art



# Republic Day Celebration



# Annual Sports Day





# Autism Awareness Day Celebration



# Down Syndrome Day Celebration



# Holi Celebration



## PVP Training Workshop





## Introducing the Editorial Team AY 2024 - 2025



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Sr Prof. & Head



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**Student Proofreader**  
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Education)

## IN THE WORKS @DSE

### ❖ Laboratory for Research on Language and Communication (LARLANCO) Summer Camp

SNDTWU DSE partners with Ibn Zohr University, Morocco in their LARLANCO Summer camp. A confluence of scientific rigour, epistemological innovation, offering transdisciplinary and intercultural space for dialogue, research, and co-construction. Details to soon follow.

### ❖ Short Term Course on Shadow Teaching (Batch 9)

SNDT Women's University, Department of Special Education, in collaboration with Special Needs Udaan Montessori Preschool, is pleased to announce the commencement of the 9th Batch of the Certificate Course in Shadow Teaching, starting from May 30. This 3-month course is designed to empower educators, parents, and professionals with effective strategies to support children with special needs in inclusive and mainstream classrooms. With a strong emphasis on practical knowledge and real-world application, the course offers valuable insights into the role of a shadow teacher in promoting inclusive education. Interested participants are encouraged to register soon, as seats are limited.

Details are available on the DSE website : [www.dsesndtwu.in](http://www.dsesndtwu.in) and under the Instagram handle: dsesndtwu

### ❖ Advanced Certificate Course in Inclusion and Inclusive Practices (Batch 2)

The second batch of the skill based Advanced Certificate Course in Inclusion and Inclusive Practices organised by DSE SNDTWU in collaboration with St. Xavier's Institute of Education will commence soon through a hybrid learning mode. Details will be available on the DSE website.