

वर्ष पंधरावे : अंक ०२ : फेब्रुवारी २०२६



INAUGURATION OF SOUVENIR BY - Shubhada Burde, Dr Meera Suresh, Dr Avinash Wachasundar, Shri Tukaram Mundhe, Dr Sumankumar, Dr Gayatri Ahuja, Ms Shilpi Narang

## काँकिलआ वार्ता

मुकं करोति वाचालं...



♦ 1998 ♦

## COCHLEA WARTA



Ms Varsha Foudjar  
Shobha Nakhre  
Ms Chaya Ghatge  
Dr Sumankumar  
Dr Avinash Wachasundar  
Dr Asmita Huddar  
Mrs Raksha Deshpande  
Ms Shubhada Burde  
Dr Shilpa Deshpande  
Shilpi Narang

विद्यार्थी व सौ. अनघा  
वाचासुंदर मॅडम  
यांच्या हस्ते वृक्षारोपण  
- गोवा केंद्र

**प्रजासत्ताक  
दिन  
चिन्ता घेवो...**



श्री. राजेश  
आपटेसरांचे  
विद्यार्थी  
आणि  
पालकांना  
मार्गदर्शन  
- कोथरुड केंद्र



दौंड केंद्र



उरवडे केंद्र

नारायणगाव आणि मंचर केंद्र



**मकर संक्रांती** तिकगळू घ्या  
गोड गोड खोता...

डॉ. मुक्ता पुरंदरे मॅडम ह्यांनी मुलांना  
छान.. छान कविता ऐकविल्या  
कोथरुड केंद्र





वर्ष : १५ वे | अंक : ०२

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सौ. मानसी दाते

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मृदुल हेमंत बापट

तृप्ती कोहिनकर

नेहा नाटेकर

Mr. Ebenezer Harding

## मुद्रण :

व्यंकटेश प्रिंटर्स, पुणे.

## मुखपृष्ठ व सजावट :

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NCED National Conference -  
Maharashtra Chapter 2026 :

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## Editor

: Dr. Avinash Madhav Wachasundar



## EDITORIAL

- Mrs. Manasee Date

Since last four months all the teachers and staff of Cochlea were busy with the preparations of NCED along with their routine commitments. The convention was organized by the National Convention of Educators of the Deaf, Ali Yavar Jung National Institute of Speech and Hearing Disabilities and Cochlea Pune for Hearing and Speech, Pune. The contribution by Cochlea's team in making the convention a great success was appreciated by all the dignitaries of the convention.

Smruti Kulkarni, our course coordinator, in her write up, has given the details of the program conducted on 7th, 8th, and 9th January 2026. And the photos on cover page and inner page will give you a glimpse of the program.

Dr Geetanjali Takale, Research Officer, Cochlea Pune, has given a very nice scientific review of the research papers by Cochlea.

She has also written about her experience as a research officer at Cochlea Pune. Her statement, "Research is not just about generating evidence; it is about giving voice, structure, and direction to the work that quietly changes lives every day", is so apt to describe the work going on in Swaranaad.

Sonali Karamarkar, a teacher in Swaranaad read her paper in the NCED presentations and she has also given a writeup about it.

The teachers in Swaranaad have been improvising their standards day by day since the inception and their dedication is unmatched. In addition to that attending CRE and NCED has given them a direction in educating the hearing impaired children. A detailed curriculum, chalked out by a team in Swaranaad is a proof of the intense study done by them.

A visit to the temple was arranged as per the theme in the curriculum. Pallavi Potdarh as given a write up and explained how the children learnt about the names of different Gods and also the instruments used during a *Bhajan* going on in the premises. The children were thrilled to know the different things and were eager to tell their parents about it. The photos of the visit are also on the rear pages of this issue.

The Republic day was celebrated in all the centers. As usual the children dressed as patriot or social reformers of Bharat. They were looking very cute in the attires and spoke about that person in a few lines. All these efforts go a long way to make it possible that "EVERY DEAF CHILD WILL SPEAK".





## **One Platform, Many Nations, One Purpose**

**Smruti Kulkarni**

Course Coordinator and Rehab. Professional  
Cochlea Pune for Hearing and Speech

An international three-day conference on the theme “Inclusive Education from the Perspective of Disability and Based on Research” was jointly organized at Fergusson College, Pune, by the National Convention of Educators of the Deaf (NCED), the Ali Yavar Jung National Institute of Speech and Hearing Disabilities, and Cochlea, Pune. The conference was inaugurated with the gracious presence of Secretary, Divyang Kalyan Department, Government of Maharashtra Shri Tukaram Mundhe, whose insightful address and excellent guidance greatly inspired and motivated all the participants.

A total of 350 delegates from across the country participated in the conference. Distinguished dignitaries present at the event included Dr. Sumankumar - Director of the Ali Yavar Jung National Institute of Speech and Hearing Disabilities, Dr. Meera Suresh - President of NCED India, Dr. Avinash Wachasundar - Trustee of Cochlea, Shubhada Burde- President and Chairperson of the Maharashtra Chapter of NCED India, Dr. Asmita Huddar- Vice-Chairperson, Dr. Gayatri Ahuja-Head of the Education Department, Shilpi Narang- General Secretary, Lata Nayak and Sadhana Sapre – NCED India Vice-President and Raksha Deshpande - Secretary of the Maharashtra Chapter and Education director of Cochlea Pune hearing and speech Swaranaad Kothrud, along with the entire Cochlea team and several other eminent dignitaries were also present and actively engaged throughout the conference.

During this successful conference, Secretary of Persons with Disabilities Welfare Dept. Government Maharashtra - Shri Tukaram Mundhe strongly emphasized the pivotal role of teachers in building an inclusive society. He highlighted the significance of the Rights of Persons with Disabilities Act, 2016, constitutional provisions, and the need for effective implementation of related laws to ensure universal accessibility, equality, and social justice. While sharing personal experiences about growing up with a brother with a disability and his brother's inspiring journey of overcoming challenges, Shri Mundhe became emotional at times. The pride he felt in his brother's determined success was clearly reflected in his address and deeply moved the audience.

Dr. Sumankumar elaborated on the various initiatives undertaken by the Central Government in the areas of disability and inclusive



education, emphasizing policy support and institutional efforts. Dr. Avinash Wachasundar, Chief Managing Trustee Cochlea Pune addressed the participants on the current scenario and prevailing challenges in the field of inclusive education, underlining the need for collaborative and research-based approaches.

Teachers in the education sector regularly undergo professional training, however, special education teachers are often overlooked in such capacity-building initiatives. Despite this, special educators are mandated to periodically renew their certification under the Rehabilitation Council of India (RCI), highlighting the need for more structured and inclusive professional development opportunities for them.

After completing three days of structured training, certificates are renewed upon achieving the required evaluation score. Experts from both special and general education are invited to deliver lectures. Credits are awarded only after the selection of an approved curriculum covering various contemporary topics and the successful completion of training, including assessment. In this manner, teachers working in special schools are required to continuously monitor update their professional skill.

NCED-India organizes conferences every year across different regions of the country. At present, twelve branches are operational in Delhi, Gujarat, Karnataka, Madhya Pradesh, Assam, Odisha, Tamil Nadu, and Maharashtra, among other states.

In this year's international conference, renowned experts from the USA, Sweden, and Singapore, along with professionals working in diverse educational fields, provided valuable guidance. Dr. Shivani Pandit, based in the USA with over 30 years of experience in special education, emphasized the importance of Social and Emotional Learning (SEL) in teaching and educational management. She elaborated on how SEL fosters children's self-confidence, lays the foundation for friendships, promotes mutual respect in the classroom, nurtures kindness, and strengthens decision-making skills.

Devsena Desai, from the Kaveri Centre, Pune, delivered an insightful session on "Bright Children and Gifted Learners." She explained that children who demonstrate exceptional ability in one subject may face difficulties in another and stressed the importance of recognizing and building upon a child's existing strengths rather than focusing solely on weaknesses. Her session resonated deeply with teachers, as many could relate her insights to students in their own classrooms.



Shilpi Narang, a Delhi-based expert, facilitated an open mic on the inclusion of backbenchers and led an interactive discussion on the challenges faced by deaf children and their parents, offering participants a deeper understanding of the lived realities and complexities surrounding inclusive education.

The true joy of classroom teaching reaches children only when teachers themselves experience that joy. Dr. Uma Soman from the USA, Director of the internationally renowned organization “Listening Together,” highlighted key issues such as the use of age-appropriate language and the importance of building a strong foundation for language development. Originally from Pune and an alumnus of Fergusson College, Dr. Soman became emotional while sharing personal experiences of growing up with a deaf sister, adding a deeply human dimension to her address.

Dr. Manjushree Patil of the “Atman” organization, Thane, delivered an impactful presentation on organizational coordination, illustrating how every member—from drivers and support staff to managers and directors—plays a vital role in achieving institutional success. She emphasized that the contribution of each individual is invaluable in creating an inclusive and effective system.

Ritika Sahani, a lawyer working in the field of disability rights and a filmmaker associated with the “Trinayani” organization, offered a fresh perspective through the screening of short films, documentaries, and feature films, sensitizing the audience to lived experiences of persons with disabilities.

An energizing and thought-provoking presentation that inspired participants to believe in making the impossible possible was delivered by Sangeeta Bagga-Gupta from Sweden. Shilpa Madane from Singapore provided valuable guidance on inclusivity through a remote session. Most notably, Sunil Sahasrabudhe a national-level leader, researcher, sign-language expert, inspirational speaker, and a deaf professional—shared profound insights on the concept of the “Human Library,” presenting individuals who excel in specific fields as living role models for society.

Additionally, Shri Govindaraj, Chief Commissioner, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India, addressed the conference remotely, further strengthening the national and global significance of the event.

The sign language interpreters rendered commendable services



throughout all three days of the conference, ensuring effective communication and accessibility for all participants. A total of nine research papers and eleven posters were presented during the conference. In the concluding session, awards were presented to the best research papers and posters, recognizing excellence in research and presentation.

On the evening of the second day, a student from a Pune-based school delivered a captivating dance performance, which was highly appreciated by the audience. On this occasion, a souvenir commemorating the conference was formally released by the dignitaries.

Heartfelt congratulations to the entire Cochlea Pune team for their diligent and dedicated efforts in making the workshop a grand success. Special appreciation to Smruti Kulkarni from the Registration Department of the Cochlea Organization, Mrudula Deolankar and Kavita Khare, Neha Natekar, Tejashree and Jyoti Ranpura for excellent stage management along with her committed team of teachers from Swaranaad, Pallavi Sharma, Rahul Mali, Anand Harding and Supriya Desai for efficiently arranging accommodation for special educators from outside Pune city, Accounts Officers Ujjwala Shejwal and Monica Yewale for their meticulous support, Mrudula Deolankar for certificate coordination, and Trupti Kohinkar and Chitra Buzruk for Technical Management and overall management. The cultural programme was thoughtfully planned and coordinated by Shanti Rokade, Archana Bhide, Vaishnavi Jadhav, and Deepali Salunkhe. A total of four poster presentations and two research papers were selected for NCED. In this achievement, Dr. Geetanjali Takle and Ms. Mugdha Arkadi from our institute played a valuable and commendable role. The entire responsibility of the Cochlea Pune stall was efficiently managed by Neela Jahagirdar and Bhagyashree Sanvastarkar.

This remarkable achievement was made possible by the constant guidance and encouragement of our beloved heads of the organization, Ms. Raksha Deshpande and Dr. Wachasundar Sir.

The international workshop was a truly enriching learning experience for all of us. We pray to God that we continue to receive such meaningful opportunities to learn, grow, and serve with the same dedication and commitment in the future.



**Cochlea Pune at NCED :  
Research, Reflection and Learning**

**Dr Geetanjali Takale**  
Research Officer, Cochlea Pune

Our participation in the National Conference on Early Development (NCED) was a valuable academic and professional experience for the Cochlea Pune and Swarnaad team. The conference provided an important platform to present our ongoing research work and to reflect on how systematic documentation strengthens early intervention practice.

**Below is a brief scientific overview of each research :****1. Multidomain Developmental and Academic Outcomes Following Auditory Brainstem Implantation in a 3-Year-Old Child : A Case Report**

A single-case observational study of a 3-year-old child with bilateral profound hearing loss and cochlear nerve deficiency post-Auditory Brainstem Implantation (ABI). Standardized auditory, language, attention, developmental, and academic assessments were conducted over six months. Early auditory awareness and sound discrimination emerged (CAP Level 4), with parallel gains in cognition, attention, motor skills, and academic readiness. Language development was uneven but progressing, reaffirming that auditory access must be supported by intensive, structured rehabilitation.

**Authors: Pallavi Potdar and Rukmini Bathe**

| Special Educator | Swarnaad Rehabilitation Centre, Pune

**2. Speech and Language Development Through Multisensory Intervention : A Case Study of a Child with Profound Hearing Loss**

A 24-month longitudinal case study of a child with profound hearing loss not using cochlear implants. Multisensory therapy incorporating visual, tactile, and experiential learning was implemented with periodic developmental and academic assessments. Receptive language improved earlier than expressive language. Academic readiness and functional communication increased despite limited auditory benefit,



highlighting that multisensory input can compensate meaningfully when auditory access is restricted.

**Authors : Komal Gaikwad**

| Special Educator | Swarnaad Rehabilitation Centre, Pune

### **3. Teacher Stress : A comparative study among pre-primary general educators and special educators**

A comparative cross-sectional study involving 50 educators (special educators-25 and general educators-25) using a standardized Teacher Stress Scale to examine domain-specific stress. Special educators demonstrated significantly higher stress related to student needs and social demands. The findings reinforced our experience that support systems for educators are essential to sustain quality intervention services.

**Authors : Payal Deshmukh**

| Speech Therapist | Swarnaad Rehabilitation Centre, Pune

**Archana Kulkarni** | Special Educator | Swarnaad Rehabilitation Centre, Pune

### **4. Using the Strengths and Difficulties Questionnaire (SDQ) to Predict Social and Emotional Adjustment in Hard-of-Hearing Students within Inclusive Educational Settings**

A quantitative descriptive study of 30 children with hearing loss psychological adjustment of children aged 4 to 10 years in inclusive schools, assessed using the Strengths and Difficulties Questionnaire (SDQ). Peer relationship difficulties and emotional challenges were prominent, while prosocial behavior remained a strength. Outcomes emphasized that psychosocial support is as critical as auditory and academic intervention. Psychological outcomes in children with hearing impaired are more shaped by therapeutic support than by age diagnosis or type of hearing device.

**Authors : Smruti Kulkarni**

| Special Educator | Swarnaad Rehabilitation Centre, Pune

### **5. Parental Stress and Coping Strategies among Parents of Hearing-Impaired Children : A Cross-Sectional Study at Cochlea Pune**

A cross-sectional study of 77 parents using standardized stress and coping inventories to explore psychological burden and adaptive



**Dr. AVINASH  
WACHASUNDAR**  
Trustee of Cochlea



**Inauguration  
by  
SHRI TUKARAM  
MUNDHE**  
Secretary of  
Persons with  
Disabilities Welfare Dept.  
Government Maharashtra



**DR. MEERA SURESH**  
President of NCED India



**Shubhada Burde**  
President and Chairperson of the  
Maharashtra Chapter of NCED India



**Dr. SUMANKUMAR**  
Director of the All Yavar Jung National  
Institute of Speech and Hearing Disabilities



**Ms. Ritika Sahani**



Dr. Sumankumar, Dr. Gayatri Ahuja, Shri Tukaram Mundhe,  
Dr. Avinash Wachasunder, Shradha Shilimkar, Ms. Raksha Deshpande



Panel discussion - Moderator Ms. Shilpi Narang &  
Panel Members - Dr. Prosenjit Majumdar, Mrs. Raksha Deshpande,  
Mrs. Hema Kale, Mrs. Vrunda Pandit



**ISL  
Interpreters**

Group photo of Entire  
International Conference Team



**NC**

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20

EDUCATORS OF THE DEAF- INDIAN  
National Conference  
2026 at Pune  
ORGANIZED BY  
MARATHI CHAPTER  
SHD/Dj and COCHLEA PUNE  
Disability Perspectives and Research



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26



## SPEAKERS



Dr. Devsena Desai



Dr. Manjushree Patil



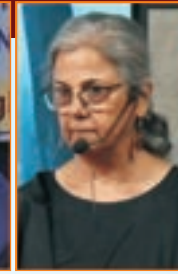
Dr. Uma Soman



Mr. Sunil Sahasrabudhe



Prof. (Dr.) Renu Malaviya



Prof. Sangeeta Bagga- Gupta

## Paper Presentation



Ms. A Sharmila



Mr. Jayant Pathak &  
Ms. Aditi Atre



Mrs. Raksha Deshpande



Shahida Mogar



Mrs. Sonali Karmarkar

## Poster Presentation



Mrs. Komal Gaikwad



Mr. Sachin Jadhav



Mrs. Archana Kulkarni &  
Payal Deshmukh



Mrs. Rohini Haldankar



Mrs. Rukmini Bathe &  
Mrs. Pallavi Potdar



Mrs. Smruti Kulkarni

Students of Adhar - Muk Badhir  
performed in NCED



Students of C.R. Rangnathan  
performed in NCED





strategies. 60% of parents experienced moderate to high stress, particularly related to parent–child interaction. Most parents (70%) used active coping (engagement coping) strategies, but when stress increased, more parents (35%) started using avoidant coping (disengagement coping) strategies. This shows the importance of parent counselling and support in early intervention.

**Authors : Sonali Karmarkar, Shanti Rokade and Bharati Tambe**

| Special Educator | Swarnaad Rehabilitation Centre, Pune

## **6. An Indian Innovation in Early Intervention: A Qualitative Exploration of the Pusalkar Swaranaad Residential Model**

A qualitative study using semi-structured interviews with parents, therapists, educators, audiologists, ENT specialist, principal and director of residential school. Data were analyzed thematically. The Pusalkar Swaranaad Residential Early Intervention Model represents a culturally responsive and integrated approach to early habilitation for children with hearing impairment in India. By combining continuous monitoring, parental empowerment, interdisciplinary collaboration, and a structured residential environment, the model demonstrates significant potential to improve developmental outcomes. Qualitative insights from this study support the model's relevance while highlighting the need for systemic support to ensure sustainability and replication.

**Authors : Raksha Deshpande**

| Director Education | Swarnaad Rehabilitation Centre, Pune

**Dr Geetanjali Takale**

| Research Officer | Cochlea Pune

These studies reaffirm that research is not separate from service delivery. It allows us to reflect on practice, measure outcomes, identify gaps, and refine intervention models.

“At Cochlea Pune, every child's journey informs our science and every research finding strengthens our care”





**Reflections from NCED :  
My Experience as a Research Officer  
at Cochlea Pune**

**Dr Geetanjali Takale**  
Research Officer, Cochlea Pune

“Research is not just about generating evidence;  
it is about giving voice, structure, and direction to the work that  
quietly changes lives every day.”

Participating in the National Conference on Education and Development (NCED) as a Research Officer from Cochlea Pune was a deeply meaningful experience for me—both professionally and personally. It allowed me to step beyond routine academic roles and engage directly with teachers and educators who were eager to explore research but often felt uncertain about where to begin.

During the whole process of NCED, I had in-depth interaction with special educators who brought rich classroom, residential, and field-based experiences. What many of them needed was gentle guidance and clarity, structure, and confidence to translate their everyday work into research. Guiding them in framing research questions, aims and objectives, identifying simple methodologies, and understanding documentation felt like a natural extension of Cochlea Pune's philosophy—bridging practice with evidence.

One of the most fulfilling aspects was mentoring teachers to see themselves as active contributors to knowledge. Helping them convert observations into measurable outcomes and encouraging ethical, systematic thinking reaffirmed my belief that research mentorship is a powerful form of capacity building.

For Cochlea Pune, NCED was more than just conference participation. It reinforced our commitment to research-informed practice, collaboration, and knowledge sharing. This commitment is closely aligned with the theme-based education model followed at Swarnaad, where learning is structured around real-life contexts, functional goals, and meaningful participation rather than isolated skills.

Personally, NCED reminded me why I value research—not as an isolated academic exercise, but as a tool to strengthen education and professional confidence. At Cochlea Pune and Swarnaad, a vast amount of meaningful work happens every day—especially in the areas



of early identification and early intervention. Systematic research helps us document this work, measure outcomes, reflect on practices, and communicate impact to professionals, policymakers, and families. It validates the collective efforts of audiologists, therapists, educators, and support staff who work consistently toward timely identification and intervention during critical developmental years.

Being associated with this ecosystem has deeply strengthened my sense of gratitude and purpose. As a public health professional and a doctor, and now as a Research Officer at Cochlea Pune, I feel privileged to contribute to work that has real, long-term impact on children and families. I am deeply thankful to Dr A. Wachasundar and Ms Raksha Deshpande for trusting me with this responsibility, and to my mentor Dr Girish Tillu for his constant guidance and belief in my journey.

Representing Cochlea Pune at NCED was a proud moment, and it strengthened my resolve to continue mentoring, documenting, and building a culture where research feels accessible and relevant. NCED, for us, is not a limit but a beginning—an impetus to expand our efforts in research and public health research, with a clear focus on community well-being, early identification, and effective intervention models. This journey will continue through stronger documentation, collaborative studies, and scalable models that can meaningfully contribute to community health and inclusive development.

NCED was not just an event—it was a shared journey of learning, guidance, and growth for both the educators involved and Cochlea Pune as an institution.



### **Your generosity can make a deaf child Speak**

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## टेकडीवरील देऊळ भेट

पल्लवी पोतदार

स्पीच थेरपीस्ट, स्वरनाद कोथरुड

नमस्कार,

दिनांक २४ जानेवारीला आमच्या शाळेची स्थळभेट या उपक्रमांतर्गत टेकडीवरील देऊळ भेट झाली. यावेळी आम्ही भांडारा डोंगरावरील संत तुकाराम महाराज यांच्या मंदिराला भेट दिली.

स्थळ भेट करण्यामागचा मुख्य उद्देश म्हणजे प्रत्यक्ष त्या ठिकाणी जाऊन, त्या जागेचा अनुभव विद्यार्थ्यांना देणे.

आमच्या प्रवासाची सुरुवात सकाळी ८ वाजता अगदी वेळेत झाली. वातावरण थोडे ढगाळ होते. कोथरुड, पुसाळकर केंद्र उरवडे तसेच चिंचवड, हडपसर आणि शिक्रापूर वरून विद्यार्थी व शिक्षिकांना घेऊन बसेस निघाल्या. मुलांना सोबत टोपी, पाणी बॉटल, नॅपकीन आणि रिकामा डबा घेण्यास सांगितले होते कारण सकाळचा नाष्टा आणि दुपारच्या जेवणाची सोय शाळेकडूनच करण्यात आली होती.

सकाळी ११ ते ११.३० च्या दरम्यान सर्व बसेस डोंगरावर पोहचल्या. डोंगरावर चढताना बसमधून दिसणारे खालचे दृश्य पाहून मुले उत्साहाने ओरडू लागली, आश्चर्याने पाहू लागली. मंदिरालगतच... महाराजांचा मठ होता, तेथे मुलांना बसण्याची सोय करण्यात आली होती. तेथे सर्वांनी नाष्टा केला व पुढे मंदिरात दर्शनाला जाण्यासाठी तयार झाले.

मंदिरामध्ये पारायण सप्ताह सुरु होता. त्यासाठी महाराष्ट्राचे उच्च व तंत्र शिक्षणमंत्री चंद्रकांतदादा पाटील यांची भेट होती. त्यांचे आगमन झाले त्यांनी दर्शन घेतले व आपल्या बालमुलांसोबत उत्साहात फोटोदेखील काढले आणि सर्वांना खाऊ दिला.

मंदिरदर्शन घेण्यासाठी ओळीत मुलांनी प्रवेश केला तेव्हा प्रत्येक शिक्षिका आपल्या सोबतच्या मुलांना मंदिरातील देवांची माहिती सांगू लागल्या. ही दत्ताची मूर्ती, हा गणपती, ही विठ्ठल-रखुमाईची मूर्ती, हे संत तुकाराम महाराज असे... सोबतच त्यांनी बनविलेल्या शब्दचिड्डीतूनही मुलांना देवांची ओळख करून दिली. मंदिराच्या आवारात एका भजनी मंडळाचे भजन सुरु होते तेव्हा त्यांच्या शेजारी मुलांना बसवून शिक्षिकांनी भजनात वापरल्या जाणाऱ्या वेगवेगळ्या वाद्यांची ओळख करून दिली. टाळ, चिपळ्या, एकतारी, मृदंग,



तबला अशी वाद्ये प्रत्यक्ष बघून त्यांचा आवाज ऐकून मुलांना खुप आनंद झाला. शेजारीच तुकाराम महाराजांचे नवीन मंदिर बांधत आहेत. तेथे जाऊन मुलांनी प्रत्यक्ष मंदिराचे बांधकाम, नक्षीकाम, कोरीवकाम यांचे निरीक्षण केले. मंदिराचे नक्षीकाम पाहून मुलांना आश्चर्य वाटले.

मंदिराच्या बाहेर एक आजोबा चंदनाचा टिळा लावण्यासाठी उभे होते. तर सर्व मुलांनी चंदन व बुक्क्याचा टिळा लावला ते पाहून सर्व विद्यार्थी म्हणजे जणू छोटे-छोटे वारकरीच होऊन फिरत होते. ते सर्व पाहून मनाला खूप समाधान वाटले.

हे सर्व पूर्ण होईपर्यंत १ वाजला मग सर्वांना भुक लागली. सर्वांनी यथेच्छ जेवण केले. टेकडीवरील वातावरणाचा मनसोक्त आनंद घेतला, फोटो काढले आणि २.३० वाजता आम्ही परतीच्या प्रवासाला लागलो. परतीचा प्रवास १.३० ते २ तासाचा होता. मुलांनी निवांत झोप काढली. शाळा येताच पालक मुलांची वाट बघतच होते. पालकांना पाहून मुलांच्या चेहऱ्यावर हसू आले आणि त्यांच्या डोळ्यातून खूप काही गोष्टी पाहिल्याचा अनुभव चमकत होता.

अशी झाली स्वरनादची टेकडी दर्शन... देऊळ भेट...



## संक्रांत आणि बोरन्हाण - स्वरनाद

नेहा नाटेकर,  
समुपदेशक - स्वरनाद कोथरुड

स्वरनाद शाळेत संक्रांत हा सण १३ जानेवारी २०२६ ह्या दिवशी साजरा करण्यात आला. आपल्या लहान मुलांना संक्रांत सणाची ओळख व्हावी म्हणून शिक्षकांनी नेहमीप्रमाणे त्यांच्या कलाकुसरीने सणाबद्दल माहिती सांगितली आणि लहान मुलांचे बोरन्हाण करून त्यांचं महत्त्व प्रात्यक्षिक रित्या पटवून दिले. त्या दिवशी आपल्याला प्रमुख पाहुणे म्हणून माननीय डॉ. मुक्ता पुरंदरे आणि माननीय मानसी दाते मॅडम लाभल्या होत्या. मुक्ता मॅडम ह्यांनी लहान मुलांना छान छोट्या कविता वाचून दाखवल्या आणि आपल्या मनोगतातून शिक्षकांना आणि लहान मुलांना प्रोत्साहन दिले. अशाप्रकारे संक्रांत हा सण एकत्र येण्याचा, गोडवा वाटण्याचा आणि आपुलकी वाढवण्याचा आहे हे समजले.

सगळ्यांनी तिळगुळ घ्या.. गोड बोला.. ह्या संक्रांतीच्या शुभेच्छा एकमेकांना देऊन कार्यक्रम संपन्न झाला.





## ■ NCED National Conference -

### Maharashtra Chapter 2026 : एक स्वानुभव

सोनाली करमरकर

ॲक्टिव्हिटी थेरपिस्ट, स्वरनाद, कोथरुड

२०१९ साली मी प्रथमच चैन्नई येथे झालेल्या NCED कॉन्फरंस अटेंड केली होती. त्यावेळी अनेक अभ्यासपूर्ण संशोधन पेपर ऐकताना मनात एक विचार वारंवार येत होता - आपणही कधीतरी स्वतःचा संशोधन पेपर सादर करायला हवा. ही इच्छा मनाच्या एका कोपऱ्यात रुंजी घालत राहिली. मात्र त्यानंतर आलेल्या कोरोना काळामुळे पुढील परिषदांचे आयोजन रद्द झाले आणि ही इच्छा काही काळ तशीच राहिली. २०२६ साली पुणे येथे NCED India International Conference - Maharashtra Chapter आयोजित करण्यात आली आणि तीही आपल्या कोंकिलआ पुणे फॉर हिअरिंग ॲण्ड स्पीच आणि अलियावर जंग AYJNISHD(D) यांच्या सहकार्याने. ही बातमी कळताच मनात आनंदासोबतच एक वेगळीच उत्सुकता निर्माण झाली.

या राष्ट्रीय परिषदेत आपल्या संस्थेतील विशेष शिक्षिकांनी संशोधन पेपर सादर करावेत, असे प्रोत्साहन रक्षा मॅडम यांनी दिले. त्या एका वाक्याने माझ्या मनात दडलेली जुनी इच्छा पुन्हा जागी झाली. आता ही संधी दवडायची नाही, असा निश्चय मी मनाशी केला. संस्थेतील अनेक शिक्षिकांनी संशोधन विषय निवडून abstract ची तयारी सुरू केली. संशोधन म्हणजे नेमकं काय, पूर्वी या विषयावर काय अभ्यास झाला आहे, आपल्या विषयात काय नाविन्य आहे, याचा विचार करताना सुरुवातीला थोडी भीतीही वाटत होती. पण हळूहळू हा प्रवास शिकवणारा ठरू लागला. आम्ही तिघी - मी, सोनाली करमरकर, शांती रोकडे आणि भारती तांबे - एकत्र येऊन कर्णबधिर मुलांच्या पालकांमध्ये ताणतणाव आणि त्याचा सामना करण्याची रणनीती, हा विषय निवडला. हा विषय आमच्या दैनंदिन कामाशी थेट जोडलेला असल्यामुळे त्यावर काम करताना विशेष भावनिक गुंतवणूक जाणवत होती.

पालकांकडून माहिती गोळा करण्यासाठी गूगल फॉर्मचा वापर केला. प्रत्येक प्रतिसाद वाचताना पालकांच्या मनातील ताण, चिंता आणि त्याच वेळी त्यांच्या संघर्षाची ताकद जाणवत होती. डेटा कलेक्शन नंतर डेटा ॲनलिसिस करताना गीतांजली मॅडम यांनी अत्यंत मोलाचे मार्गदर्शन केले. तसेच गीतांजली मॅडम आणि मुग्धा मॅडम यांचे वेळोवेळी मिळणारे सहकार्य आम्हाला आत्मविश्वास देत होते.

जेव्हा NCED कडून आमचा पेपर सादरीकरणासाठी निवडल्याचा ई-मेल आला, तेव्हा मनात प्रचंड आनंद झाला, पण त्याच वेळी जबाबदारीची जाणीवही अधिक तीव्र झाली. आता फक्त पेपर सिलेक्ट झाला नाही, तर तो योग्य प्रकारे सादरही करायचा आहे, ही जाणीव सतत मनात होती.



दिनांक ७, ८ आणि ९ जानेवारी २०२६ रोजी पुण्यातील नामांकित फर्ग्युसन कॉलेज येथे ही आंतरराष्ट्रीय परिषद पार पडली. पहिल्याच दिवशी पहिला पेपर सादर करण्याची संधी मला मिळाली. स्टेजवर उभी राहिल्यावर थोडी धडधड झाली, पण विषयाची तयारी आणि संस्थेने दिलेला पाठिंबा यामुळे मी पूर्ण आत्मविश्वासाने पेपर सादर केला.

या परिषदेत सहभागी झाल्यामुळे संशोधन प्रक्रियेबद्दल, शैक्षणिक मांडणीबद्दल आणि स्वतःवर विश्वास ठेवण्याबद्दल खूप काही शिकायला मिळाले. सर्वात महत्वाचे म्हणजे, २०१९ पासून मनात असलेली एक छोटीशी इच्छा अखेर पूर्ण झाली.

या संपूर्ण प्रवासामागे रक्षा मॅडम यांचे प्रोत्साहन, मार्गदर्शन आणि विश्वास हे महत्वाचे बळ ठरले. या अनुभवामुळे मला केवळ एक संशोधन पेपर सादर केल्याचे समाधान मिळाले नाही, तर स्वतःकडे पाहण्याचा दृष्टिकोनही अधिक सकारात्मक झाला. हा स्वानुभव एक विशेष शिक्षका म्हणून आयुष्यातील एक अविस्मरणीय आणि प्रेरणादायी अध्याय ठरला आहे.



**SWARANAAD REHABILITATION CENTER**  
**Monthly Achievement - JANUARY 2026**

| Sr. No. | FACILITIES                             | SESSION / STUDENT COUNT |
|---------|----------------------------------------|-------------------------|
| 1.      | Speech Therapy Sessions                | 204                     |
| 2.      | No. of Student getting Speech Therapy  | 58                      |
| 3.      | Aided Audiogram Testing                | 05                      |
| 4.      | No. of Speech Assessment               | 00                      |
| 5.      | No. of Counseling Sessions             | 07                      |
| 6.      | Individual Occupation Therapy Sessions | 66                      |
| 7.      | No. of Students getting Individual OT  | 56                      |
| 8.      | Group Occupational Therapy Sessions    | 05                      |
| 9.      | Psychological Assessment               | 02                      |
| 10.     | No. of Activity Therapy Session        | 19                      |

**SWARANAAD OUTREACH CENTER**  
**Monthly Achievement - JANUARY 2026**

| Sr. No. | CENTERS               | THERAPY SESSION |
|---------|-----------------------|-----------------|
| 1.      | Khed                  | 00              |
| 2.      | Narayangoan           | 40              |
| 3.      | YCM Pimpri            | 88              |
| 4.      | Morya Chinchwad       | 43              |
| 5.      | Phonda                | 45              |
| 6.      | Porvorim              | 70              |
| 7.      | Manchar               | 52              |
| 8.      | Daund                 | 17              |
| 9.      | Urawade (Residential) | 37              |
| 10.     | Kudal                 | 45              |



## संस्थेची केंद्र

**‘स्वरनाद’ कर्णबधिर बालकांचे बहुआयामी अपंग पुनर्वसन केंद्र**

बिंदू माधव ठाकरे दवाखाना,  
गोसावी वस्ती समोर, हॅप्पी कॉलनी रोड,  
कोथरूड, पुणे - ४११ ०३८.

संपर्क : रक्षा देशपांडे ९९२३२८९८४४

मृदुला देवळाणकर ८५५०९१२९७७

**वाचा भाषा प्रशिक्षण केंद्र, चिंचवड**

मोरया मल्टीस्पेशलिटी हॉस्पिटल, पिंपरी-  
चिंचवड लिंक रोड, पी.एम.टी.शेवटच्या  
बसस्टॉप समोर, चिंचवडगाव, पुणे ३३.

फोन : ९८२२६७९८४० / ९५२१६०४६००

**वाचा भाषा प्रशिक्षण केंद्र, खेड**

डॉ. खडके गेस्ट हाऊस,  
राजगुरुनगर बाजारपेठ, ता. खेड, पुणे.

फोन : ९८५०७३८२७६

**वाचा भाषा प्रशिक्षण केंद्र, नारायणगाव**

सावळेराम मार्केट, नारायणगाव,  
डॉ.वाचासुंदर कान-नाक-घसा क्लिनिक, पुणे.  
फोन : ९७६६२६२३२७; ७७९८४३४९८९

**‘स्वरनाद’ कर्णबधिर बालकांची पूर्व**

**प्राथमिक शाळा, पर्वरी-गोवा**

अनघा, प्लॉट नंबर १५, पी.डी.ए. कॉलनी,  
पर्वरी बाईश, गोवा - ४०३ ५२१.

फोन : ९६२३७०१०२०

**श्री शारदा ग्रंथ प्रसारक संस्था,**

**सांचालित स्वरनाद कर्णबधिर मुलांसाठी**

**पूर्व-प्राथमिक विद्यालय**

एफ-४, पहिला मजला, पै हाऊस सदन,  
फौंडा, गोवा - ४०२ ४०१.

फोन : ९६२३७०१०२०

**वाचा भाषा प्रशिक्षण केंद्र, पिंपरी**

वाय.सी.एम. हॉस्पिटल,  
(पिंपरी-चिंचवड पालिकेच्या संयुक्त  
विद्यमाने) पिंपरी.

फोन : ८०८७२२९९५४

**वाचा भाषा प्रशिक्षण केंद्र, दौंड**

शालीमार चौक, आनंद अपार्टमेंट,

‘सी’ विंग, फ्लॅट नं.२,

फॉरेस्ट ऑफिस समोर, ता. दौंड, पुणे.

फोन : ७०४०६६८०७१/९२८४८५०७५०

**वाचा भाषा प्रशिक्षण केंद्र, मंचर**

डॉ. तोडकर हॉस्पिटल, पिंपळगाव फाटा,  
मंचर, ता. आंबेगाव, जि. पुणे.

फोन : ९४२३०९३७८०

**वाचा भाषा प्रशिक्षण केंद्र, कुडाळ**

लायन्स सेवा संकुल कुडाळ, अभिनवनगर,  
ता. कुडाळ, जि. सिंधुदुर्ग.

फोन : ९४०५९९८९८९

**‘पुसाळकर स्वरनाद’ माता बालक निवासी**

**पुनर्वसन केंद्र**

मॉटवर्ट विस्टा समोर, सर्वे नं. ४२५,

उरवडे, पिरंगुट, ता. मुळशी,

पुणे - ४१२ ११५.

फोन : ९८२२०९४९४०



भंडारा डोंगर  
संत तुकाराम मंदिर, देहू

टेकडी  
व्हिसिट

चंदनाचा टिळा  
आणि बुक्का  
लावल्यामुळे  
सर्व मुले  
वारकरिच  
वाटत होते.

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आपल्या मुलांना  
समजावून  
सांगणारी  
शिक्षिका



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