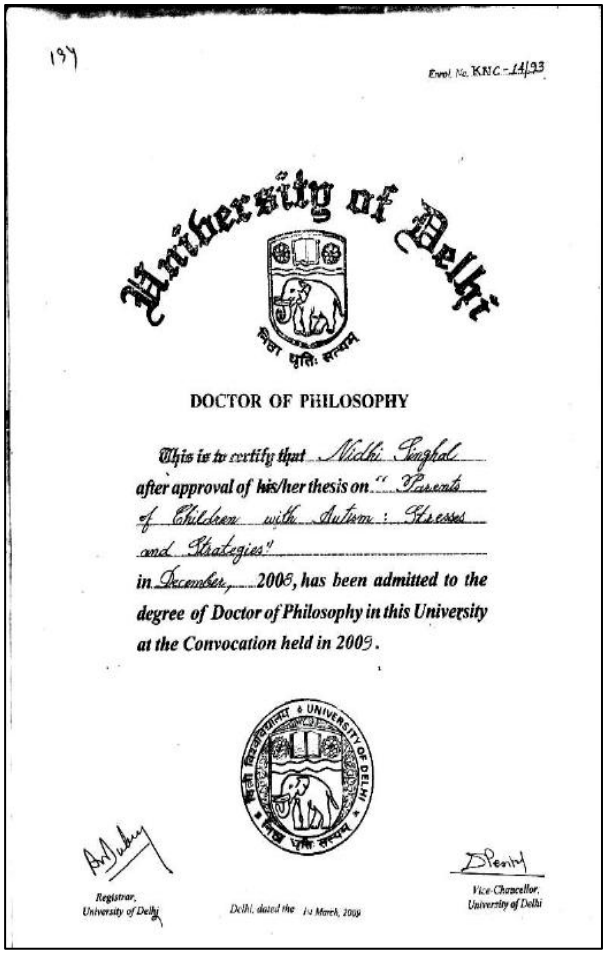
# 3. Quality of Teachers & Teaching

## 3 (a). Teachers with Ph.D.

| S.No | Name | Designation | Ph.D. Awarded |
|---|---|---|---|
| Core Faculty | | | |
| 1 | Dr Nidhi Singhal | Professor | Awarded |
| 2 | Dr Ayesha Bibi | Associate Professor | Awarded |
| Visiting Faculty | | | |
| 3 | Dr Shubhangi Vaidya | Professor | Awarded |
| 4 | Dr Yogesh Kumar | Associate Professor | Awarded |



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Enrol. No. K.N.C.-11/93

University of Delhi

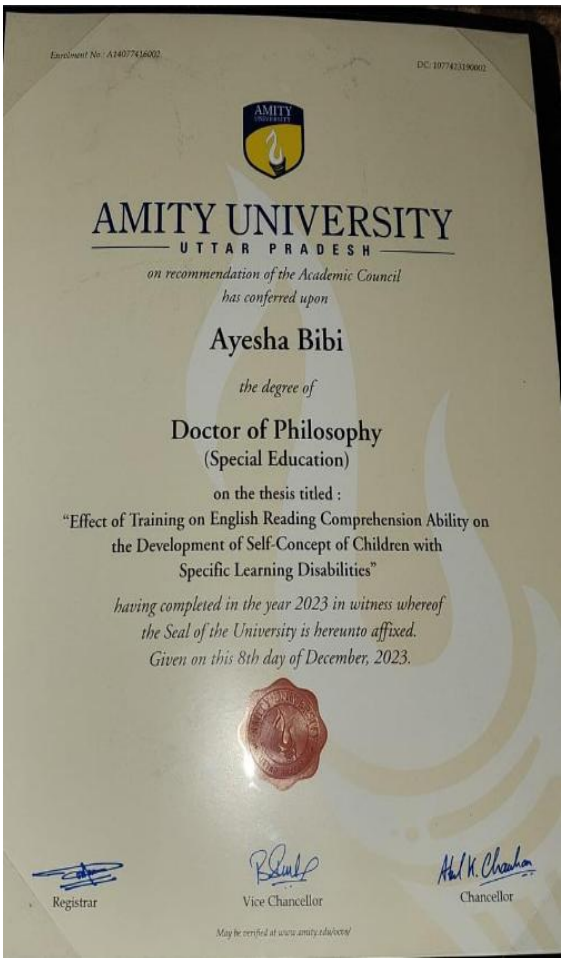
DOCTOR OF PHILOSOPHY

This is to certify that Nidhi Singhal after approval of his/her thesis on "Parents of Children with Autism : Stresses and Strategies" in December, 2005, has been admitted to the degree of Doctor of Philosophy in this University at the Convocation held in 2009.

Registrar, University of Delhi

Delhi, dated the 14 March, 2009

Vice-Chancellor, University of Delhi



Enrolment No.: A1407716002

DC 1077423190002

AMITY UNIVERSITY

UTTAR PRADESH

on recommendation of the Academic Council has conferred upon

Ayesha Bibi

the degree of

Doctor of Philosophy

(Special Education)

on the thesis titled :

"Effect of Training on English Reading Comprehension Ability on the Development of Self-Concept of Children with Specific Learning Disabilities"

having completed in the year 2023 in witness whereof the Seal of the University is hereunto affixed.

Given on this 8th day of December, 2023.

Registrar

Vice Chancellor

Chancellor

May be verified at www.amity.edu/conf

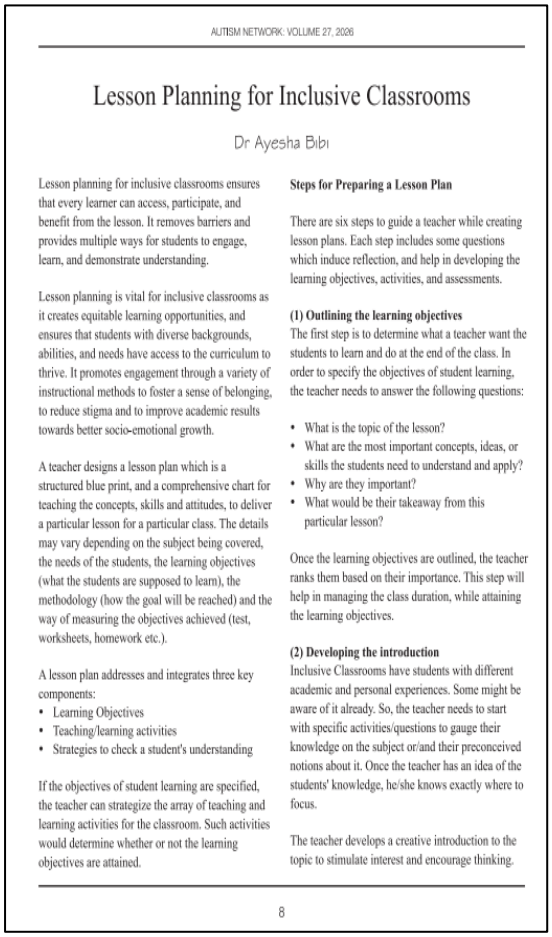
**Dr Nidhi Singhal**
**Director, Research & Trainings**

# 3. Quality of Teachers & Teaching

## 3 (b) No of publications

**Bibi, A. (2026)**. *Lesson Planning for Inclusive Classrooms.* Autism Network, Vol 27

**Naqvi, S. (2026)**. *Collaborative Team Work: Enhancing the Child's Learning Process.* Autism Network, Vol 27



AUTISM NETWORK: VOLUME 27, 2026

Lesson Planning for Inclusive Classrooms

Dr Ayesha Bibi

Lesson planning for inclusive classrooms ensures that every learner can access, participate, and benefit from the lesson. It removes barriers and provides multiple ways for students to engage, learn, and demonstrate understanding.

Lesson planning is vital for inclusive classrooms as it creates equitable learning opportunities, and ensures that students with diverse backgrounds, abilities, and needs have access to the curriculum to thrive. It promotes engagement through a variety of instructional methods to foster a sense of belonging, to reduce stigma and to improve academic results towards better socio-emotional growth.

A teacher designs a lesson plan which is a structured blue print, and a comprehensive chart for teaching the concepts, skills and attitudes, to deliver a particular lesson for a particular class. The details may vary depending on the subject being covered, the needs of the students, the learning objectives (what the students are supposed to learn), the methodology (how the goal will be reached) and the way of measuring the objectives achieved (test, worksheets, homework etc.).

A lesson plan addresses and integrates three key components:

- Learning Objectives
- Teaching/learning activities
- Strategies to check a student's understanding

If the objectives of student learning are specified, the teacher can strategize the array of teaching and learning activities for the classroom. Such activities would determine whether or not the learning objectives are attained.

**Steps for Preparing a Lesson Plan**

There are six steps to guide a teacher while creating lesson plans. Each step includes some questions which induce reflection, and help in developing the learning objectives, activities, and assessments.

**(1) Outlining the learning objectives**

The first step is to determine what a teacher want the students to learn and do at the end of the class. In order to specify the objectives of student learning, the teacher needs to answer the following questions:

- What is the topic of the lesson?
- What are the most important concepts, ideas, or skills the students need to understand and apply?
- Why are they important?
- What would be their takeaway from this particular lesson?

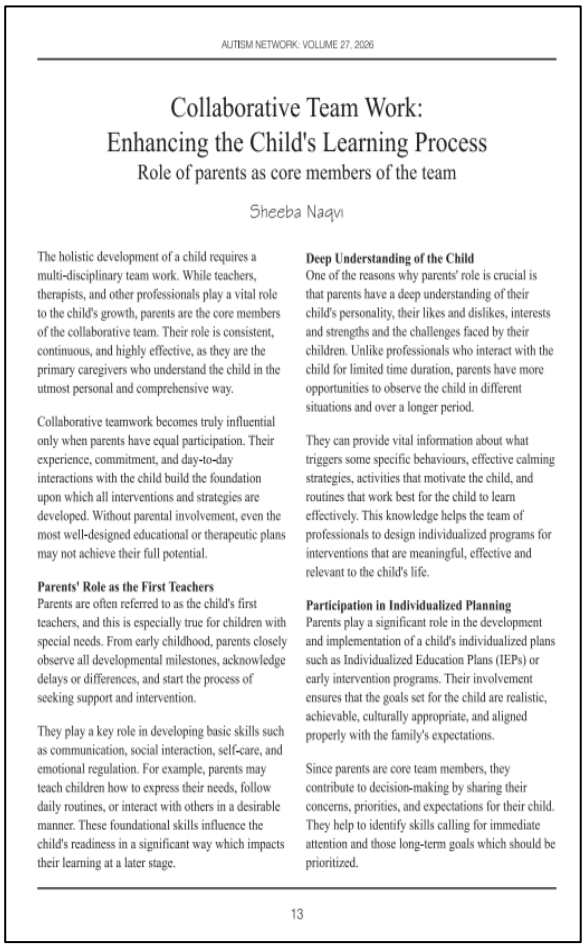
Once the learning objectives are outlined, the teacher ranks them based on their importance. This step will help in managing the class duration, while attaining the learning objectives.

**(2) Developing the introduction**

Inclusive Classrooms have students with different academic and personal experiences. Some might be aware of it already. So, the teacher needs to start with specific activities/questions to gauge their knowledge on the subject or/and their preconceived notions about it. Once the teacher has an idea of the students' knowledge, he/she knows exactly where to focus.

The teacher develops a creative introduction to the topic to stimulate interest and encourage thinking.

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AUTISM NETWORK: VOLUME 27, 2026

Collaborative Team Work:
Enhancing the Child's Learning Process

Role of parents as core members of the team

Sheeba Naqvi

The holistic development of a child requires a multi-disciplinary team work. While teachers, therapists, and other professionals play a vital role to the child's growth, parents are the core members of the collaborative team. Their role is consistent, continuous, and highly effective, as they are the primary caregivers who understand the child in the utmost personal and comprehensive way.

Collaborative teamwork becomes truly influential only when parents have equal participation. Their experience, commitment, and day-to-day interactions with the child build the foundation upon which all interventions and strategies are developed. Without parental involvement, even the most well-designed educational or therapeutic plans may not achieve their full potential.

**Parents' Role as the First Teachers**

Parents are often referred to as the child's first teachers, and this is especially true for children with special needs. From early childhood, parents closely observe all developmental milestones, acknowledge delays or differences, and start the process of seeking support and intervention.

They play a key role in developing basic skills such as communication, social interaction, self-care, and emotional regulation. For example, parents may teach children how to express their needs, follow daily routines, or interact with others in a desirable manner. These foundational skills influence the child's readiness in a significant way which impacts their learning at a later stage.

**Deep Understanding of the Child**

One of the reasons why parents' role is crucial is that parents have a deep understanding of their child's personality, their likes and dislikes, interests and strengths and the challenges faced by their children. Unlike professionals who interact with the child for limited time duration, parents have more opportunities to observe the child in different situations and over a longer period.

They can provide vital information about what triggers some specific behaviours, effective calming strategies, activities that motivate the child, and routines that work best for the child to learn effectively. This knowledge helps the team of professionals to design individualized programs for interventions that are meaningful, effective and relevant to the child's life.

**Participation in Individualized Planning**

Parents play a significant role in the development and implementation of a child's individualized plans such as Individualized Education Plans (IEPs) or early intervention programs. Their involvement ensures that the goals set for the child are realistic, achievable, culturally appropriate, and aligned properly with the family's expectations.

Since parents are core team members, they contribute to decision-making by sharing their concerns, priorities, and expectations for their child. They help to identify skills calling for immediate attention and those long-term goals which should be prioritized.

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**Dr Nidhi Singhal**
**Director, Research & Trainings**

# 3. Quality of Teachers & Teaching

### 3 (c). No of presentation in conferences

**Singhal N. (2026).** *AI for Disability Inclusion and accessibility – Pathways for higher education.* Presented at UIAC-UTHAAN seminar, Guru Gobind Singh Indraprastha University, Dwarka, New Delhi.

**Singhal N. (2026).** *Autism in South Asia: Emerging Voices and Practices.* Presented at Harnessing Autistic Strengths, Identity and Wellbeing, Leiden, Netherlands.

**Singhal, N. & Shekhar, R. (2026).** *Behind the Good Kid Mask: Reflections on Distress in Adolescence Among Indian Autistic Adults.* Presented at the 2026 Annual Meeting, International Society of Autism Research, Prague, Czech Republic

**Singhal, N (2025).** *Supporting Neurodiverse minds: From challenges to Confidence*. Presented at Purple Fest, Goa, India.

**Singhal, N. (2025).** *Life Skills for Autistic Individuals: A Neurodiversity-Affirming Approach.* Presented at XIII annual conference *on* Autism: Challenges and Solution, Moscow, Russia.

**Singhal, N. (2025).** *Obsessions, Fixations, Rigidities & Compulsive Behaviours in Adults with ASD.* Presented at National Level Offline Continuing Rehabilitation Education (CRE) Programme, Amity University, Noida, India.

**Singhal, N. (2025).** *Neurodiversity, Sensory Disabilities & Impairments: Understanding the human diversity*. Presented at Inclusive Medicare & Wellness (for children & adults with & without Disabilities), Guru Gobind Singh Indraprastha University, Dwarka, New Delhi.

**Singhal N. (2025).** *Labels and Beyond: The Indian Journey of Neurodiverse Identities.* Presented at Neurodiversity Global Seminar Series 2025 by Centre for Neurodiversity Studies at O.P. Jindal Global University (India) and Centre for Neurodiversity and Development at Durham University (UK)

**Singhal, N. (2025).** *An overview of PASSING: A tool to analyse service quality.* Presented at Open Space Conference on social role valorisation, Keystone Institute India.

### 3 (d) **No of book chapters published**

Barua, M., **Singhal, N**., & Vaidya, S. (in Prep). Autism and life course. In M. K. Belmonte & E. Anagnostou (Eds.), The autism spectrum: Identification, understanding, and treatment in global context (Handbook of Clinical Neurology series). Elsevier.

**Singhal, N. (2025).** *Concerns and issues in adulthood*. Indira Gandhi National Open University. http://egyankosh.ac.in//handle/123456789/110888



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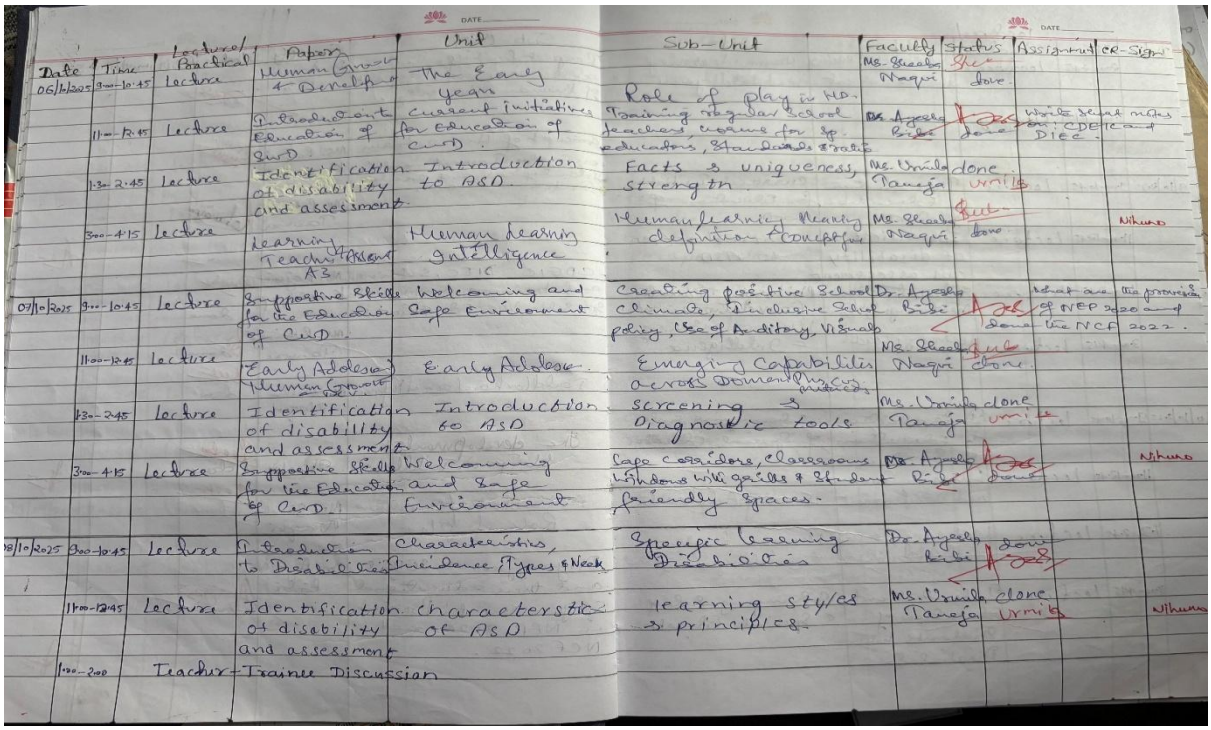
# 3. Quality of Teachers & Teaching

## 3 (e) Course Teaching Plan

**Curriculum Transaction Plan**

**Name of the Faculty: Sheeba Naqvi** **Hours – 45**

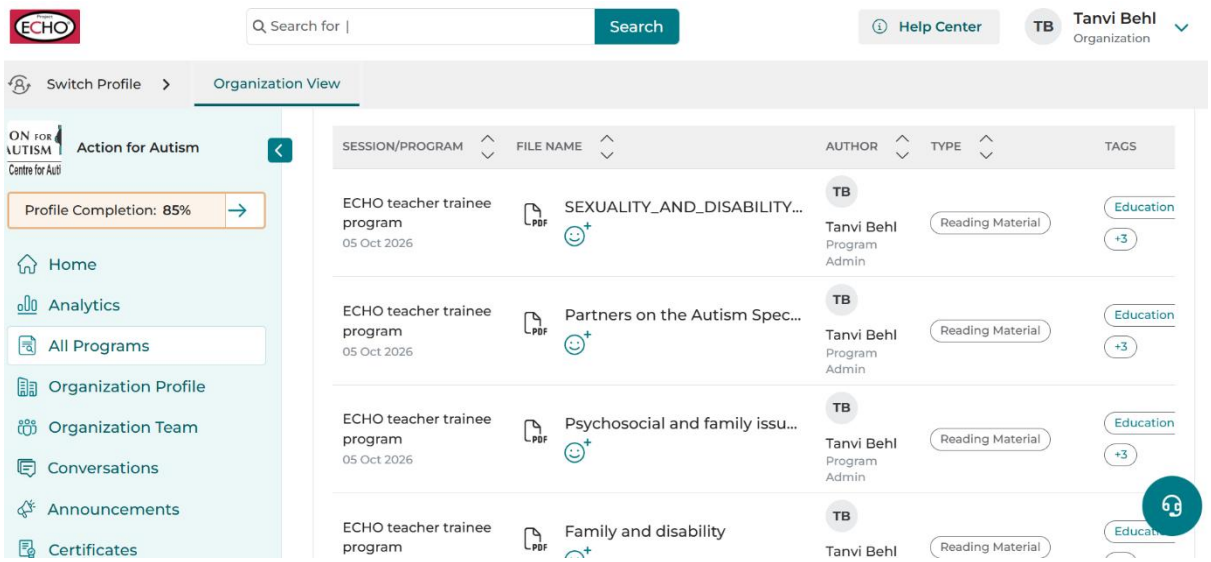
| Class | Paper Name | Unit | Mode of delivery | Assignments | No of hours |
|---|---|---|---|---|---|
| B.Ed. S 1 | B1: Introduction to Disabilities, U1-5 | M1: Understanding disability (TP1-U1, B1-U1) | • Lecture cum discussion,<br>• Presentations<br>• Videos | **Written Assignment** (Define Impairment, Disability and Handicap. Write down the difference amongst these terms.)<br>• Gather state wise data about incidence of disability and present in the class. | 15 hours |
| | | M2: Significant provisions in RPWD Act (2016) (B1-U2) | • Lecture cum discussion,<br>• Presentations<br>• Videos | **Written Assignment** (Write a brief note on the following topics<br>1. Benchmark Disability<br>2. Accessibility<br>3. High support needs)<br>• Make a poster on significant provisions for PWD in RPWD Act 2016 | 5 hours |
| | | M3: Introduction to All disabilities (TP1-U2, U3, B5-U3&U4) | • Presentation with lecture<br>• Group discussion & other activities<br>• Videos | **Written Assignment** (What are the characteristics of person with Cerebral Palsy, Hearing Impairment and Muscular Dystrophy)<br>• Make 2 low tech device to improve fine motor skills. | 20 hours |
| | | M4: Sensitivity while working with persons with disabilities (B1-U5) | • Lecture cum discussion,<br>• Presentations<br>• Role play | **Written Assignment** (What do you understand by the term Intersectionality of Disability. Explain with examples)<br><br>Class group discussion on eliminating stereotypes. | 5 hours |

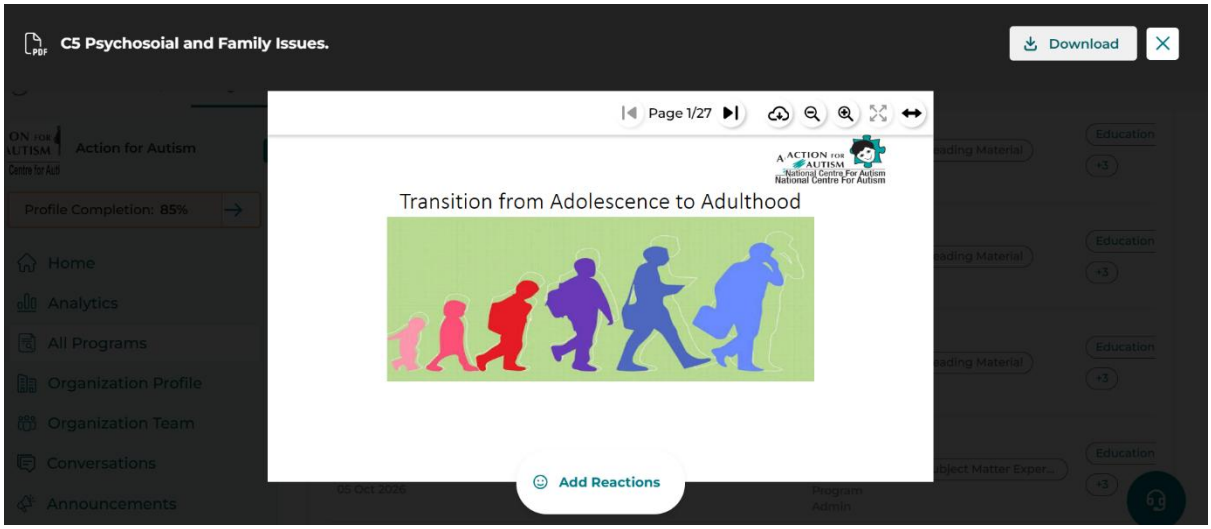



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# 3. Quality of Teachers & Teaching

## 3 (f) No of courses on LMS – 10+




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**Director, Research & Trainings**

## 3. Quality of Teachers & Teaching

**3 (g) Classrooms with mounted projectors – 100%**

**3(h) Percentage of teachers using ICT – 100%**



First Year




Second Year







Multipurpose Hall

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**Director, Research & Trainings**