

# **Curriculum Vitae for Ajay Das**

## **ACADEMIC PREPARATION**

**Ph.D. in Special Education**, University of Melbourne, Australia, 2001

**M.Ed. (Special Education)**, Kurukshetra University, India 1994

**Bachelor's Degree in Mental Retardation**, Osmania University, India, 1993

## **PROFESSIONAL EXPERIENCE**

**Associate Professor**, July 2016 - Empire State College, State University of New York, New York

**Adjunct Dissertation Chair**, January 2015 - present, Grand Canyon University, Arizona

**Assistant Professor and Special Education Program Coordinator**, August 2011 – May 2016, Murray State University, Kentucky

**Special Education Dept. Chair (Co-teaching, Math and Science)** Aug.2009-July 2011

St. Helena Central High School, St. Helena Parish Schools, Greensburg, Louisiana

**Classroom Teacher (Co-teaching, Math and Science)**, Aug. 2006 – July 2009

Monroe Area High School, Walton County Public Schools, Georgia

**Principal/Classroom Teacher**, Aug. 2001 – July 2006

Tokyo International Learning Community, Japan

**Classroom Teacher**, July 1994 – Dec. 1995      The National Association for the Blind, New Delhi, India

## **DISSERTATION SUPERVISION**

Sims, C. (2020). *A Qualitative Case Study: Challenging and Equalizing the Academic Level of Elementary-Aged African American Male Students in Special Education*. Grand Canyon University, Phoenix.

Brown, T. (2020). *Teacher Perceptions of Critical Thinking in a High-Stakes Testing World*. Grand Canyon University, Phoenix.

Lahijani, S. (2019). *How U.S. born Mexican American Community College Students Experience the Influence of Academic Self-Efficacy Beliefs on their Persistence: A Phenomenological Study*. Grand Canyon University, Phoenix.

London, S. (2017). *Age and gender-based differences in self-efficacy and motivation in online students* (unpublished doctoral dissertation). Grand Canyon University, Phoenix.

## PEER REVIEWED PUBLICATIONS

Heitiarachchi, S., Ranaveera, M., **Das, A. K.** (2018). Including all? Perceptions of Mainstream Teachers on Inclusive Education in the Western Province of Sri Lanka. *International Journal of Special Education*, 33(2), 427-447.

Guerra, F., Tiwari, A., **Das, A. K.**, Lionel, C., & Sharma, M. (2017). Examining teachers' understanding of Attention Deficit Hyperactivity Disorder. *Journal of Research in Special Educational Needs*. DOI: 10.1111/1471-3802.12382

Kuyini, A. B., Yeboah, K. A., **Das, A. K.**, Alhassan, A. M., & Mangope, B. (2016). Ghanaian teachers: Competencies perceived as important for inclusive education. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2016.1145261

Yadav, M., **Das, A. K.**, Sharma, S., & Tiwari, A. (2015). Understanding teachers' concerns about inclusive education. *Asia Pacific Education Review*, 16(3). DOI 10.1007/s12564-015-9405-6

Tiwari, A., **Das, A. K.**, & Sharma, M. (2015). Inclusive education a "rhetoric" or "reality"? Teachers' perspectives and beliefs. *Teaching and Teacher Education*, 52, 128-136.

Sharma, U. & **Das, A. K.** (2015). Inclusive Education in India: Past, Present and Future. *Support for Learning*, 30(1), 55-68. DOI: 10.1111/1467-9604.12079

**Das, A. K.**, & Shah, R. (2014). Special education in India. *Advances in Special Education*, 28, 561-581.

Hettiarachchi, S. & **Das, A. K.** (2014). Perceptions of 'inclusion' and perceived preparedness among school teachers in Sri Lanka. *Teaching and Teacher Education*, 43, 143-153. DOI: 10.1016/j.tate.2014.07.003

Hettiarachchi, S., Ranaweera, M., & **Das, A. K.** (2014). 'Inclusion', 'Integration', 'Special': varying conceptual understandings and perceived training needs among teachers supporting children with disabilities in Sri Lanka. *Journal of Applied Research in Intellectual Disabilities*, 27(4), 292-292.

- Bhatnagar, N. & **Das, A. K.** (2014). Attitudes of secondary regular school teachers towards inclusive education in New Delhi, India: A qualitative study. *Exceptionality Education International*, 24, 17-30.
- Bhatnagar, N. & **Das, A. K.** (2014). Regular school teachers' concerns and perceived barriers to implement inclusive education in New Delhi, India. *International Journal of Instruction*, 7(2), 89-102.
- Shah, R., **Das, A. K.**, Desai, I. P., & Tiwari, A. (2014). Teachers' concerns about inclusive education in Ahmedabad, India. *Journal of Research in Special Educational Needs*. DOI: 10.1111/1471-3802.12054
- Park, M., Dimitrov, D., **Das, A. K.**, & Gichuru, M. (2014). The teacher efficacy for inclusive practices (TEIP) scale: Dimensionality and factor structure. *Journal of Research in Special Educational Needs*. DOI: 10.1111/1471-3802.12047
- Das, A. K.**, Gichuru, M., & Singh, A. (2013). Implementing inclusive education in Delhi, India: Regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5), 698-711. doi:10.1080/19415257.2012.747979
- Bhatnagar, N., & **Das, A. K.** (2014). Attitudes of secondary school teachers towards inclusive education in New Delhi, India. *Journal of Research in Special Educational Needs*, 14(4), 255-263. DOI: 10.1111/1471-3802.12016
- Das, A. K.**, Kuyini, A. B., & Desai, I. P. (2013). Inclusive education in India: Are the teachers prepared? *International Journal of Special Education*, 28(1), 27-36.
- Bhatnagar, N., & **Das, A. K.** (2013). Nearly two decades after the implementation of the Persons with Disabilities Act: Concerns of Indian teachers to implement inclusive education. *International Journal of Special Education*, 28(2), 104-113.
- Das, A. K.**, Sharma, S. & Singh, V. K. (2012). Inclusive education in India: A paradigm shift in roles, responsibilities and competencies of regular school teachers. *Journal of Indian Education*, 38(3), 69-83.

## **BOOK CHAPTERS**

- Das, A. K.**, & Shah, R. (2014). *Special education in India*. In Rotatori, A. F., Bakken, J. P., Obiakor, F. E., & Burkhardt, S. (Eds.). *Special Education: International Perspectives*. *Advances in Special Education*, 28, 561-581. Emerald Group Publishing Limited.
- Das, A. K.**, Jerome-Raja, A., & Sharma, S. (2014). *Young children with disabilities in India: Essential competencies of early childhood educators*. In Dimitriadi, S.

(Ed.). Diversity and Inclusion in Early Years Education: Issues, Perspectives and Practices from the International Experience. Sage: New Delhi.

## **INVITED SPEAKER**

**Das, A. K.** (July 2014). Delivered Jagdish Patel memorial lecture on the topic “Approaches to Inclusive Education” at Blind People’s Association (BPA) in Ahmedabad, India.

## **MEDIA RELEASE**

Interview aired on WKMS (Murray State University’s National Public Radio (NPR) Station) 91.5 FM on April 29, 2015 as part of Racer Scholar Profile. Available at <http://wkms.org/post/msu-professor-researches-inclusive-education-students-disabilities>