



Ref. No. _____

Dated: _____

Mock Interview Report: Department of ID

Date: 18th Nov. 2024

Location: Department of ID, AIRSR

Time: 10:00 AM - 4:00 PM

Theme: Resource Room TLM

Introduction:

The mock interview was conducted to evaluate knowledge and practical application related to the assessment and IEP development for individuals with intellectual disabilities. Participants included professionals and students specializing in special education and intellectual disabilities.

Objectives:

- To assess participants' understanding of standardized and non-standardized assessment tools for individuals with ID.
- To evaluate knowledge of the IEP process, including goal setting and individualized instructional strategies.
- To analyse practical problem-solving skills related to implementing IEPs in real-world settings.

Participants

- **Interviewees:** 25 students from the B.Ed. ID program

Panel Members:

The mock interviews were conducted by a panel comprising:

1. Ms. Geeta Bhutani – Head, Department of Intellectual Disabilities (ID)
2. Ms. Neeti Kaushik – Assistant Professor I

Mock Interview Process:

The interview consisted of three main sections:

1. Theoretical Knowledge Assessment
 - Definition and purpose of assessment for individuals with ID.



- Types of assessments (formal vs. informal, criterion-referenced vs. norm-referenced).
 - Key components of an IEP.
2. Case Study Analysis
- Participants were presented with a case study of a student with ID and asked to suggest an assessment plan.
 - Development of an IEP, including short-term and long-term goals.
 - Discussion of accommodations and modifications in educational settings.
3. Practical Application and Role-Playing
- Participants were given a simulated parent-teacher meeting scenario and asked to explain an IEP.
 - Emphasis was placed on communication skills, collaboration with stakeholders, and ethical considerations.

Key Findings & Observations

- Participants demonstrated strong theoretical knowledge but showed varying levels of confidence in practical application.
- Common challenges included:
 - Difficulty in selecting the most appropriate assessment tools.
 - Limited knowledge of inclusive practices in IEP implementation.
 - Need for improvement in interdisciplinary collaboration and parent involvement.
- Some participants excelled in case study analysis, showcasing a strong understanding of individualized instruction and adaptive strategies.

Recommendations

- Additional workshops and training sessions focusing on practical application of IEP development.
- Hands-on experience with assessment tools and interpretation of results.
- Emphasis on interdisciplinary collaboration through simulated team meetings.
- Encouragement of active engagement with parents and caregivers in the IEP process.

Conclusion

The mock interview successfully provided insights into the strengths and areas for improvement among participants regarding the assessment and IEP of individuals with intellectual disabilities. Future training initiatives should focus on bridging the gap between theoretical understanding and practical implementation to enhance professional competency in the field.



Glimpses:





Ref. No. _____

Dated _____

Mock Interview Report: Department of ID

Date: 21st Nov. 2024

Location: Department of ID, AIRSR

Time: 10:00 AM - 4:00 PM

Theme: Assessment & IEP of Intellectual Disability

Introduction:

The mock interview was conducted to evaluate knowledge and practical application related to the selection and utilization of teaching and learning materials in a resource room setting for individuals with intellectual disabilities. Participants included professionals and students specializing in special education and intellectual disabilities.

Objectives:

- To assess participants' understanding of appropriate teaching-learning materials for individuals with ID.
- To evaluate knowledge of resource room setup and material adaptation.
- To analyze practical problem-solving skills related to implementing resource room strategies.

Participants

- **Interviewees:** 25 students from the B.Ed. ID program

Panel Members:

The mock interviews were conducted by a panel comprising:

3. Ms. Geeta Bhutani – Head, Department of Intellectual Disabilities (ID)
4. Ms. Neeti Kaushik – Assistant Professor ID

Mock Interview Process:



The interview consisted of three main sections:

1. Theoretical Knowledge Assessment

- Definition and purpose of a resource room.
- Types of teaching-learning materials suitable for individuals with ID.
- Adaptation and modification of materials for diverse needs.

2. Case Study Analysis

- Participants were presented with a case study of a student with ID and asked to design a resource room learning plan.
- Development of strategies to enhance engagement and learning outcomes.
- Discussion of material selection based on individual needs.

3. Practical Application and Role-Playing

- Participants were given a simulated classroom scenario and asked to demonstrate the use of resource room materials.
- Emphasis was placed on instructional techniques, student engagement, and collaboration with educators and therapists.
- Participants demonstrated strong theoretical knowledge but showed varying levels of confidence in practical application.
- Common challenges included:
 - Difficulty in selecting and modifying appropriate materials.
 - Limited knowledge of using assistive technology in resource rooms.
 - Need for improvement in organizing resource room spaces effectively.
- Some participants excelled in case study analysis, showcasing a strong understanding of material adaptation and instructional strategies.

Recommendations

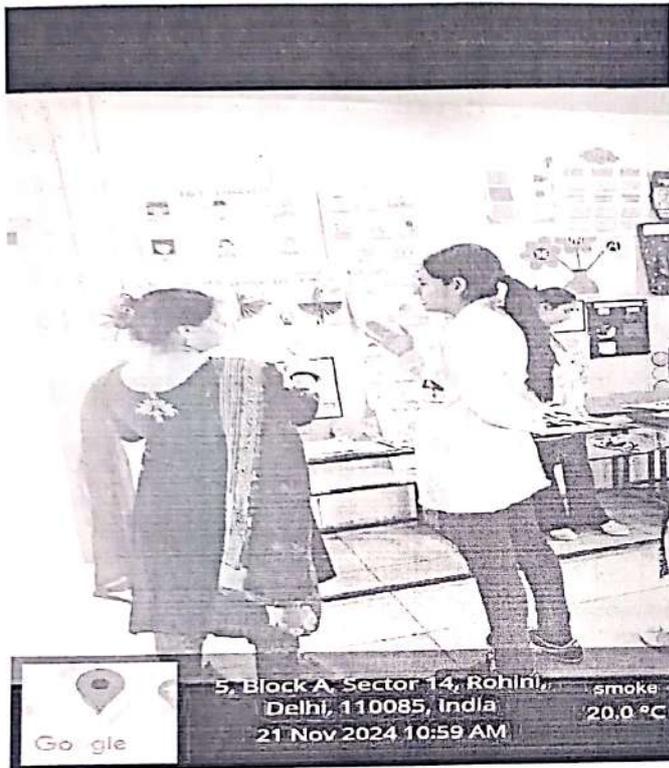
- Additional workshops and training sessions focusing on hands-on experience with teaching-learning materials.
- Exposure to diverse assistive technologies and their applications in resource rooms.
- Emphasis on creating inclusive and well-structured learning environments.
- Encouragement of collaboration among educators, therapists, and caregivers in the material selection process.

Conclusion



The mock interview successfully provided insights into the strengths and areas for improvement among participants regarding resource room teaching-learning materials. Future training initiatives should focus on bridging the gap between theoretical understanding and practical implementation to enhance professional competency in the field.

Glimpses:



Role Play Report

Date: 25th Oct. 2024

Location: ID Dept. AIRSR

Theme: Identifying and Addressing Intellectual Disability

Objective:

The role play session aimed to enhance students' understanding of intellectual disabilities (ID) by simulating real-life scenarios. The participants engaged in identifying and addressing intellectual disabilities using various intervention strategies.

Description of the Roleplay:

The session was structured into three main segments:

1. Introduction to Intellectual Disabilities:

- A brief presentation on the characteristics of intellectual disabilities, including cognitive delays, adaptive behaviour deficits, and learning challenges.
- Discussion on the causes and levels of intellectual disabilities (mild, moderate, severe, profound).

2. Role play Scenarios: The students were divided into groups, each enacting a different scenario involving individuals with intellectual disabilities in various settings. The scenarios included:

- **Classroom Setting:** A teacher identifying signs of intellectual disability in a student and implementing suitable teaching strategies.
- **Parental Consultation:** A teacher and a special educator discussing a child's learning difficulties with concerned parents and suggesting interventions.
- **Community Interaction:** A social worker assisting an individual with an intellectual disability in adapting to everyday activities.

3. Analysis and Discussion:

- Each group presented their role play, followed by a discussion on the effectiveness of their approach.
- Faculty members provided feedback on the accuracy of identification methods and intervention strategies.
- Emphasis on the importance of early diagnosis, inclusive education, and individualized support plans.



Learnings:

- Understanding the behavioural, social, and academic challenges faced by individuals with intellectual disabilities.
- Effective communication strategies for educators, parents, and community members.
- The role of assistive technology and specialized teaching methods in addressing learning difficulties.
- Importance of empathy, patience, and collaboration in supporting individuals with intellectual disabilities.

Conclusion:

The role play session proved to be a valuable experiential learning exercise for the B.Ed. Special Education students. It provided them with practical insights into identifying and addressing intellectual disabilities in various real-life contexts. The ID Department emphasized the need for continued practice and research to enhance inclusive education and support systems.

Recommendations:

- Conduct more interactive sessions with case studies and expert guest lectures.
- Encourage students to engage in field visits to special education centres.
- Develop resource materials for handling different levels of intellectual disabilities effectively.





ASHTAVAKRA

Institute of Rehabilitation Sciences and Research
S, PSP Institutional Area Madhuban Chowk Rohini, Sector 14, Delhi-110085



"World Down Syndrome Day"

EVENT NAME: - "World Down Syndrome Day"

Title of Activity*

"Celebrating World Down Syndrome Day"

Values

Social Awareness, Inclusive Education, Early Intervention

Learning Outcomes

Students will:

- Understand the characteristics of Down syndrome and its impact on development.
- Learn about early intervention strategies for children with Down syndrome.
- Gain awareness of inclusive education practices.
- Recognize the importance of prenatal testing in Down syndrome prevention.

Organized by (Dept./ Centre/ Cells/Clubs/ Committees Name)*

ID Dept.

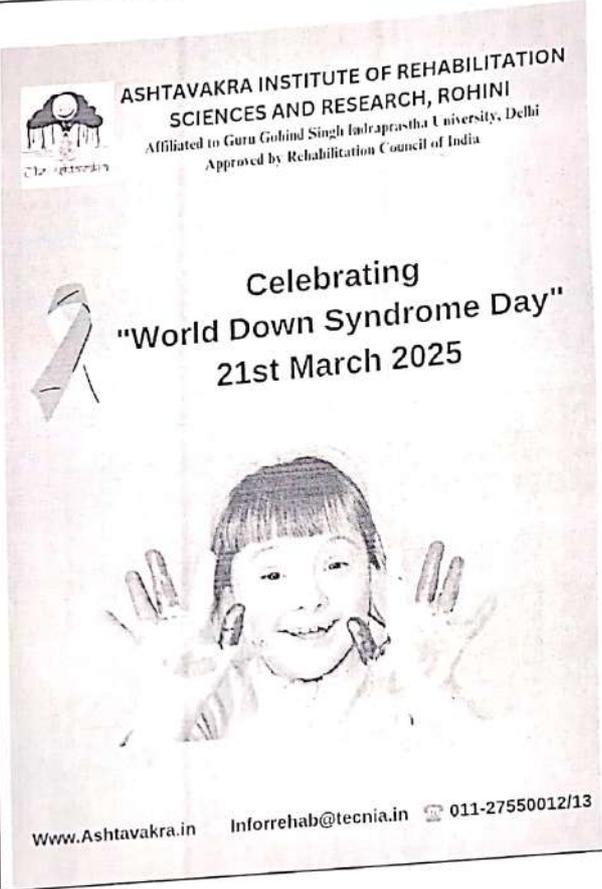
Program Theme*

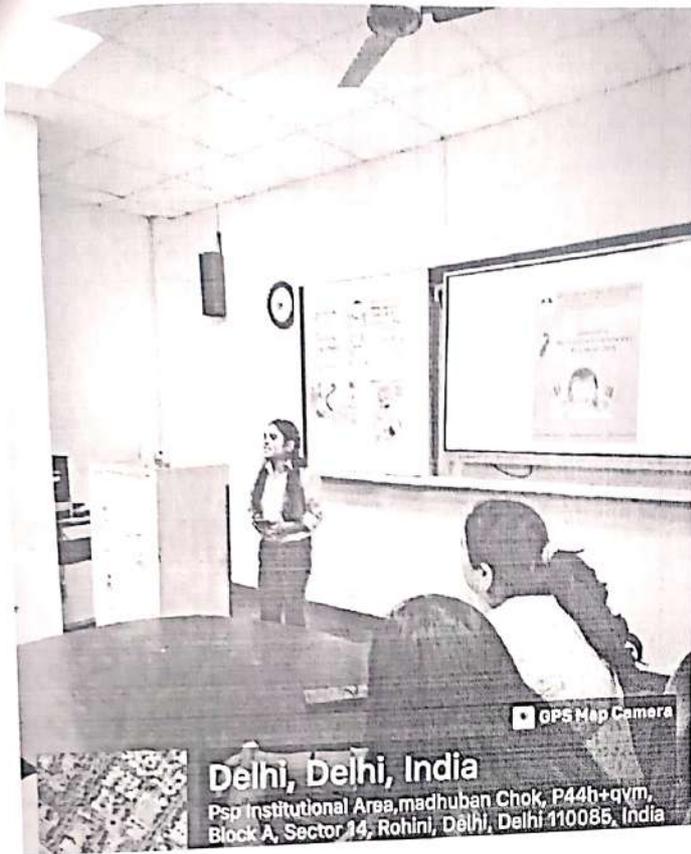
"Celebrating uniqueness: Down Syndrome"

External Expert / Internal Expert

**Mr. Tarun Pataanjali, Assistant Professor –
Special Education (ID)
Ms. Geeta Bhutani, Principal & H.O.D - ID
Ms. Preeti Goyal Assistant Professor –ASD**



Date*	21st March 2025
Time*	12:00 PM onwards
Venue	Conference Hall, Room No. 101
Poster/Flyer/Notice*	
No. of Students* (only no. to be written, list in excel or word should be maintain at department level as proof for any further requirement)	15
No. of Faculty* (only no. to be written, list in excel or word should be maintain at department level as proof for any further requirement)	0
No. of External Participants (students + faculty) [write NA if not applicable]	NA
(Geotag) Photograph*	
Photograph of the Event with the Caption	



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 Block A, Sector 14, Rohini, Delhi, Delhi 110085, India
 Lat 28.70703° Long 77.12965°

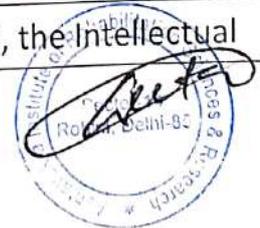


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 21/03/2025 12:07 PM GMT +05:30

On 21st March 2025, the Intellectual



Report description: -

Disability (ID) Department organized a World Down Syndrome Day Celebration in the conference hall (Room No. 101) with students from B.Ed. Special Education (ID). The event aimed to spread awareness and enhance understanding of Down syndrome, early intervention, and inclusive education strategies.

The session commenced with an insightful presentation by Mr. Tarun Pataanjali, who elaborated on Down syndrome, its characteristics, early intervention techniques, and educational approaches. His session provided a strong theoretical foundation for the students, enabling them to comprehend the challenges and strengths of individuals with Down syndrome.

Following this, Ms. Geeta Bhutani, Principal & H.O.D - ID, addressed the students regarding factors contributing to Down syndrome and the significance of prenatal testing. Her session



emphasized the medical aspects and preventive measures related to Down syndrome.

The event concluded with an engaging talk by Ms. Preeti Goyal, who shared her personal experiences and insights related to working with children with Down syndrome. Her practical perspectives provided the students with real-world applications of inclusive education strategies.

Overall, the World Down Syndrome Day Celebration was a great success, offering students valuable knowledge and awareness about Down syndrome and best practices in inclusive education. The interactive sessions encouraged meaningful discussions and promoted advocacy for individuals with Down syndrome.

Recourse Person	NA
Attendance Sheet*	<i>Attached at the end of Report</i>
Feedback	<i>Program was neutral and services provided</i>



	during the program was helpful. During the program community was actively involved.
Report Submitted by Convener (write faculty coordinator name)	Mr. Tarun Pataanjali
For Office Use	
Signature of Event Coordinator	Signature of School/Department Head (With Seal)
List of Beneficiary	

Fields marked with '*' are mandatory

LIST OF PARTICIPANTS

S.No.	Name of Volunteer	Class
1.	Sumit	B.Ed.SE-ID
2.	Kirti tomar	B.Ed.SE-ID
3.	Kirti	B.Ed.SE-ID
4.	Ravina	B.Ed.SE-ID
5.	Kunal	B.Ed.SE-ID
6.	Jhanvi	B.Ed.SE-ID



	Anupriya	B.Ed.SE-ID
8.	Anuskha	B.Ed.SE-ID
9.	Richa	B.Ed.SE-ID
10.	Vedika	B.Ed.SE-ID
11.	Vishakha	B.Ed.SE-ID
12.	Isha	B.Ed.SE-ID
13.	Mansi	B.Ed.SE-ID
14.	Khushal	B.Ed.SE-ID
15.	Yogita	B.Ed.SE-ID

