



Ref. No.

Dated.....

Poster Making activity by B.ED SE ASD
Report

ACTIVITIES	DETAILS	COURSE
Poster making competition	World Autism Awareness Day	(B.Ed SE-ASD)

Report description:-

A poster making competition on “World Autism Awareness Day” was conducted by the Ashtavakra institute of Rehabilitation sciences and research, Rohini on 2nd April, 2023 This competition was conducted mainly to raise awareness of Autism and Behavioural issues and Encourage efforts to support those experiencing parental issues. Our college has been promoting Awareness. It is as such a great service or contribution to the society and people living in it.

The objectives of the program was:-

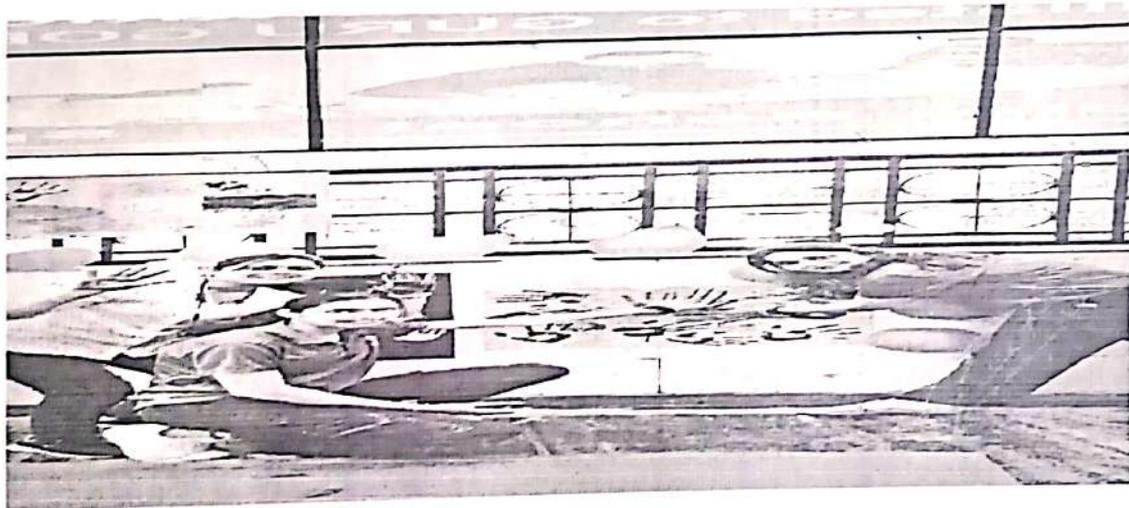
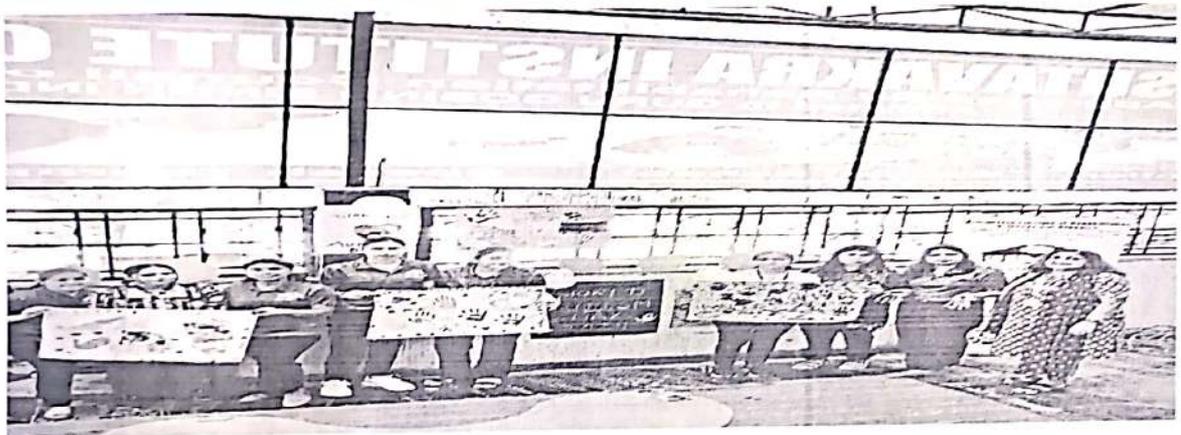
- Educating the community on the beneficial aspects of Guidance
- Actively encourage
- Promote awareness and education to the students & Parents

Learning Outcomes :-

- The students & Parents will be able to understand the importance of World Autism Awareness Day
- The students will be able to motivate others
- The students will be able to sensitize others.

Glimpses-





Beneficiaries List.

Sr N.	Students Name	Program	Program
1.	POOJA	00152312423	B.Ed (Spl.Ed) (ASD)
2.	SARASWATI DASS	00252312423	B.Ed (Spl.Ed) (ASD)
3.	MANSI GUPTA	00352312423	B.Ed (Spl.Ed) (ASD)
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Role play Report: Department of ASD

Date: APRIL 15TH, 2024

Location: Conference Rom, AIRSR

Time: 10:00 AM - 1:00 PM

Introduction

On April 15TH, 2024, the Department of (ASD) conducted a role play activity on the theme "Awareness of Disability". This initiative provided participants with the opportunity to practice their skills, receive constructive feedback, and enhance their confidence in professional settings.

LEARNING OUTCOME:

Key Learning Outcomes

The role-play activity produced several key learning outcomes for the participants:

- 1. Enhanced Awareness of Disability Challenges:** Participants gained first-hand experience in understanding the physical, emotional, and social barriers faced by individuals with disabilities. Many reported a heightened awareness of the difficulties in accessing public spaces, transportation, and essential services.
- 2. Empathy and Perspective-Taking:** By stepping into the role of someone with a disability, participants were able to experience the frustration, isolation, and discrimination that people with disabilities often face. They expressed a deeper emotional connection to the challenges and were more empathetic to the experiences of others.
- 3. Improved Communication Skills:** Participants were challenged to find alternative ways to communicate, particularly in the scenario involving a deaf individual. This improved their adaptability and creative thinking in communication, which is essential in a diverse and inclusive environment.
- 4. Problem-Solving and Teamwork:** In scenarios where participants had to work together to overcome obstacles (e.g., assisting someone with a disability to access a space), the activity promoted teamwork and problem-solving. Participants learned to collaborate, offering solutions to make environments more accessible.
- 5. Understanding of Legal and Social Obligations:** The role-play raised awareness of legal requirements (e.g., ADA compliance in public buildings) and social responsibilities. Participants discussed the importance of making workplaces, schools, and public areas inclusive for all individuals.

The role-play activity on the theme "Awareness of Disability" was organized to promote understanding, empathy, and inclusivity towards individuals with disabilities. This activity aimed to challenge participants to consider the daily experiences of people with disabilities and to reflect on how societal norms and attitudes affect them.



Examples of scenarios included:

Scenario 1: Navigating Public Spaces in a Wheelchair

Participants played the role of a person using a wheelchair, attempting to access a building without ramps or elevators.

Scenario 2: Communicating with a Deaf Person

A participant assumed the role of a person with hearing loss, while others had to find ways to communicate effectively without speaking.

Scenario 3: Working with a Colleague with Cognitive Impairment

Participants role-played a workplace scenario where a team member had a cognitive impairment, requiring others to adapt their communication and task delegation.

4. Participant Roles

Each participant was assigned a specific role in the scenario:

- a. **Person with a Disability:** A participant who experienced the simulated challenges.
- b. **Bystanders:** Other participants who interacted with the person with a disability, representing societal attitudes and reactions.
- c. **Facilitators:** Participants who guided the role-play, ensuring the scenario stayed on track and debriefed after each session.

FEEDBACK FROM PARTICIPANTS

Feedback was collected from participants through a post-activity debrief and written evaluations. The following are some key reflections:

a. **Increased Sensitivity:** Many participants noted that they were previously unaware of how daily activities can be challenging for people with disabilities. The role-play opened their eyes to the importance of thoughtful design and inclusive policies.

b. **Improved Interpersonal Skills:** Participants mentioned that the activity helped them develop better interpersonal skills when interacting with people who have disabilities, such as patience, active listening, and compassion.

c. **Suggestions for Real-World Application:** Some participants expressed interest in applying what they learned to their personal and professional lives, advocating for more accessibility in public spaces or workplaces.

CONCLUSION



The image shows a handwritten signature in black ink, which appears to be 'Aet' or similar. Below the signature is a circular stamp with some text that is partially obscured and difficult to read. The stamp seems to contain the words 'Sciences &...' and 'in Dubai'.

The role-play on disability awareness was successful in achieving its goals. Participants walked away with a deeper understanding of the daily challenges faced by people with disabilities and were encouraged to foster more inclusive, accessible, and empathetic environments in their personal and professional lives.

The activity highlighted the importance of recognizing disabilities not only as physical impairments but also as challenges that society can address through better communication, design, and attitudes. Continuous education and awareness-raising efforts will help in creating a more inclusive world for everyone.

Glimpses-





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Educational Visit Report

Ashtavakra Institute of Rehabilitation Sciences & Research
**B.Ed. (ASD) Students' Visit to National Institute for Empowerment of Persons with
Intellectual Disabilities (NIEPID), Noida**

Date: 30th September 2024

Introduction:

On 30th September 2024, the B.Ed. (ASD) students of Ashtavakra Institute of Rehabilitation Sciences & Research embarked on an educational visit to the National Institute for Empowerment of Persons with Intellectual Disabilities (NIEPID), Noida. The visit was conducted under the guidance of the Head of Department, Mr. Mohd. Haseeb, along with faculty Mr. Sandeep Tiwari. The objective of the visit was to gain practical insights into the functioning of NIEPID and understand various rehabilitation programs and services provided for individuals with intellectual disabilities.

Objectives of the Visit:

1. To familiarize students with the services and rehabilitation programs offered by NIEPID.
2. To understand the assessment and intervention strategies used for persons with intellectual disabilities.
3. To observe best practices in special education and vocational training.
4. To gain practical exposure to assistive technology and therapeutic interventions.
5. To interact with professionals and understand interdisciplinary approaches in the field of special education.

Visit Details:



- **Welcome and Orientation:** The students were welcomed by NIEPID officials, followed by an orientation session detailing the institute's mission, objectives, and services.
- **Tour of Facilities:** The students visited different departments, including the assessment unit, early intervention center, special education classrooms, vocational training centers, Mobile bus facilities and therapy units.
- **Demonstration Sessions:** Experts demonstrated various assessment tools, intervention techniques, and assistive technology used for children with intellectual disabilities.
- **Interaction with Experts:** Faculty members and professionals at NIEPID interacted with students, addressing their queries regarding special education strategies, individualized educational plans (IEPs), and behavior management techniques.
- **Observations:** The students observed real-time sessions of children undergoing therapy and training in different skill areas, such as communication, social skills, and self-care.

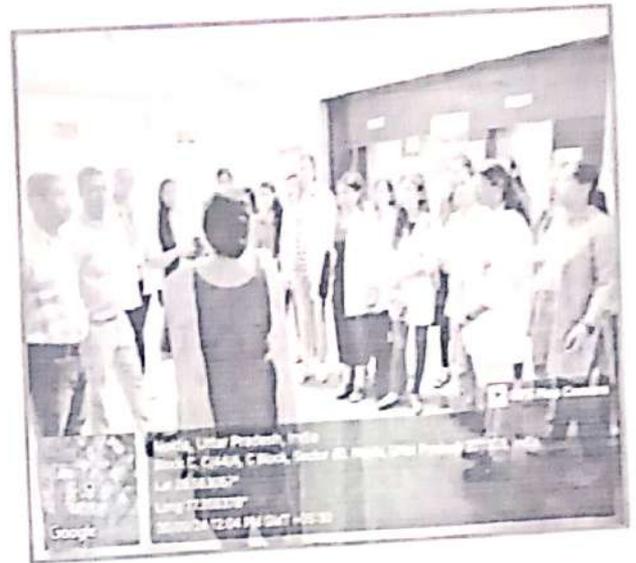
Key Learnings:

1. NIEPID provides comprehensive assessment and rehabilitation services for individuals with intellectual disabilities.
2. The importance of early intervention in improving the functional abilities of children with special needs.
3. The role of an interdisciplinary team, including special educators, therapists, psychologists, and vocational trainers, in holistic development.
4. The significance of individualized education plans (IEPs) and structured teaching methods in special education.
5. Exposure to innovative assistive technologies and alternative communication devices.

Conclusion:

The educational visit to NIEPID, Noida, was highly informative and provided invaluable exposure to real-world applications in the field of special education. The students gained deeper insights into evidence-based practices and intervention strategies for individuals with intellectual disabilities. The visit strengthened their understanding of the professional roles and responsibilities of special educators, reinforcing the importance of interdisciplinary collaboration in the field of rehabilitation.





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Ashtavakra Institute of Rehabilitation Sciences & Research

App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India

Affiliated to Guru Gobind Singh Indraprastha University

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Report

ACTIVITIES	DETAILS	DATE OF WORKSHOP
Workshop	Workshop on "Disability awareness: Understanding disability and its impact".	16 th January 2024

Report description:-

This workshop report delves into the critical topic of disability awareness, emphasizing the importance of understanding disability and its multifaceted impact on individuals and society. Disability is not merely a medical condition; it encompasses a range of experiences that affect how individuals interact with their environment and the opportunities available to them. Research indicates that raising awareness about disabilities can significantly enhance inclusivity and accessibility, fostering a more equitable society. By understanding the barriers faced by individuals with disabilities, organizations can implement strategies that promote participation and empowerment. This report aims to illuminate the current landscape of disability awareness, explore best practices for fostering understanding, and highlight the potential benefits for communities and organizations alike. It serves as a foundational resource for stakeholders seeking to enhance their approach to disability inclusion and awareness. Moreover, this



document is intended to spark ongoing dialogue and action, recognizing that the journey toward full inclusion is just beginning.

Key Insights

- Disability awareness is vital across all sectors. In 2020, over 1 billion people were estimated to have a disability, underscoring the need for inclusive practices. As awareness grows, creating an inclusive environment is crucial for harnessing diverse talents and perspectives, which can drive innovation and growth in today's economy.
- Understanding Disability and Its Implications The workshop highlighted how awareness of disability can transform societal perceptions and interactions. By fostering an inclusive environment, we can better address the diverse needs of individuals with disabilities. Our findings indicate a significant trend where increased awareness leads to improved accessibility, empowerment, and overall quality of life for those affected by disabilities.
- Challenges to Fully Embrace Disability Awareness As we strive to enhance disability awareness, several challenges must be addressed, including societal stigma, lack of resources, and insufficient training for professionals. Another pressing issue is the need for comprehensive policies that promote inclusion and protect the rights of individuals with disabilities. Instances of discrimination still persist, highlighting the urgent need for change.





Mock Interview Report: Department of ASD

Date: November 22nd & 23rd, 2024

Location: Department of ASD, AIRSR

Time: 10:00 AM - 4:00 PM

Introduction

On May 22nd & 23rd, 2024, the Department of Autism Spectrum Disorders (ASD) conducted a mock interview session aimed at preparing students for real-world interview scenarios and preparation for practical exam viva. This initiative provided participants with the opportunity to practice their interviewing skills, receive constructive feedback, and enhance their confidence in professional settings.

Objectives

- To provide students with practical interview experience.
- To improve communication and presentation skills.
- To offer constructive feedback on performance.
- To build confidence for future job interviews.

Participants

- **Interviewees:** 32 students from the B.Ed. ASD program
- **Interviewers:** Faculty members from the Department of ASD, including Mohd Haseeb, Sandeep Tiwari,

Interview Format

The mock interviews were structured as follows:

1. **Introduction:** Interviewers introduced themselves and explained the format of the interview.
2. **Interview Questions:** Each student participated in a 10-15-minute interview, which included a mix of behavioral, situational, and experience-based questions.
3. **Feedback Session:** After each interview, interviewers provided immediate feedback on strengths and areas for improvement.

Key Areas of Focus

- **Communication Skills:** Clarity of speech, body language, and engagement with the interviewers.



- **Content Knowledge:** Understanding of autism spectrum disorders and relevant teaching methodologies.
- **Problem-Solving Abilities:** Ability to respond to situational questions effectively.
- **Professionalism:** Presentation, punctuality, and overall demeanor during the interview.

Feedback Highlights

1. Strengths:

- Many students displayed strong knowledge of ASD and related teaching practices.
- Positive body language and enthusiasm were noted as strong points.
- Several students effectively articulated their experiences and relevant skills.

2. Areas for Improvement:

- A few students struggled with answering behavioral questions and could benefit from practicing the STAR (Situation, Task, Action, Result) method.
- Some participants were advised to improve their eye contact and avoid filler words such as "um" and "like."
- Interviewers encouraged students to prepare specific examples to illustrate their skills and experiences more vividly.

Conclusion

The mock interview session was a valuable experience for all participants, offering insights into the interview process and enhancing their readiness for future job opportunities in the field of ASD. The faculty's constructive feedback provided students with actionable steps for improvement, and many expressed gratitude for the opportunity to practice in a supportive environment.

Glimpses-







ASHTAVAKRA

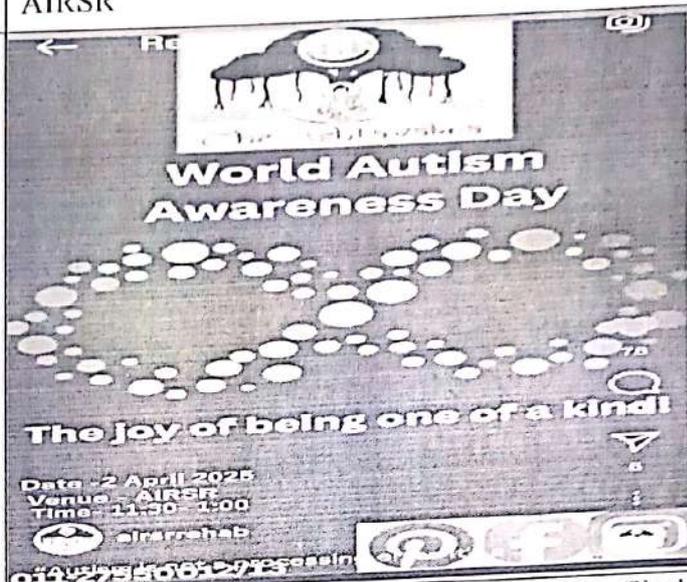
Institute of Rehabilitation Sciences and Research
5, PSP Institutional Area Madhuban Chowk Rohini, Sector-14, Delhi-110085



EVENT NAME :- World Autism Day

Title of Activity*	World Autism Day
Values	Intrinsic
Learning Outcomes	<ul style="list-style-type: none">• To create awareness about Autism Spectrum Disorder (ASD) among students, teachers, and the community.• To promote inclusion and acceptance of persons with autism in society.• To highlight the importance of early identification, intervention, and support for children with ASD.• To celebrate the strengths and achievements of individuals with autism.
Organized by (Dept./ Centre/ Cells/Clubs/ Committees Name)*	Organized by- Department of Autism Spectrum disorder
Program Theme*	"Advancing Neurodiversity and the UN Sustainable Development Goals (SDGs)"
External Expert / Internal Expert	Mr. Sandeep Tiwari, Ms. Pritee Goel Mr. Tarun ptanjali



Date*	2 nd April 2025
Time*	11:30 PM to 2:30 PM
Venue	AIRSR
Poster/Flyer/Notice*	
Social media link (promoting in any one Facebook/Instagram/Twitter is mandatory)	https://www.instagram.com/reel/DH8TcKqoMRq/?igsh=cHYxYnBmMmY4bHQx
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)	38
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)	03
No. of External Participants (students + faculty) [write NA if not applicable]	NA
(Geotag) Photograph*	Photograph of the Event with the Caption

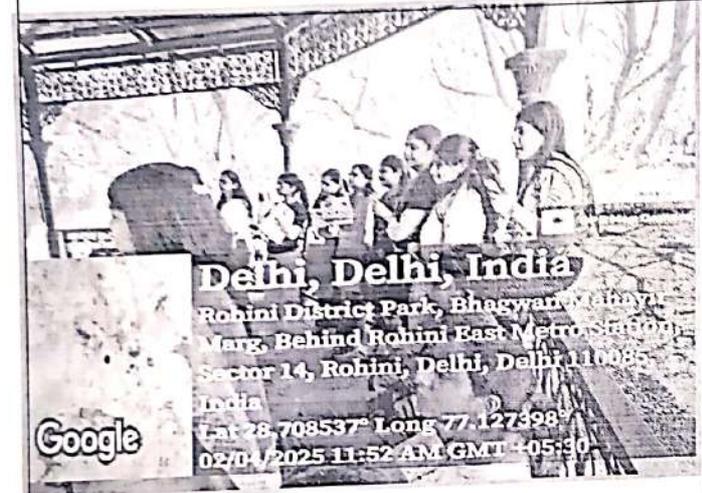




Nukkad Natak presentation by AIRSR B.Ed. Students



Awareness Activity by Ashtavakra School Students



Awareness regarding Autism Awareness AIRSR Students



Awareness regarding Autism Awareness AIRSR Students

Report: Description in (min 250 to max 800 words)*



World Autism Awareness Day was celebrated on 2nd April 2025 at Ashtavakra Institute of Rehabilitation Sciences and Research to promote understanding, acceptance, and inclusion of individuals with Autism Spectrum Disorder (ASD). The celebration aimed to spread awareness about autism, encourage compassion, and highlight the importance of creating an inclusive environment for all.

The event began with a welcome and introductory speech by Mr. Sandeep Tiwari, faculty department of asd who emphasized the importance of understanding autism and supporting individuals with special needs. He explained the concept of the autism spectrum, highlighting that every individual with ASD has unique strengths, abilities, and challenges.

Thereafter, students of B.Ed. Special Education (ASD) presented informative talks and creative performances to spread awareness about autism.

Activities Conducted:

- Poster and Slogan Competition: Students created vibrant posters and slogans based on the theme "Light It Up Blue" and "Inclusion for All."
- Nukkad Natak: A small Nukkad Natak was conducted in District park, where students present natak & raised slogans to promote autism awareness and acceptance.
- Oath Ceremony: The program concluded with an oath to promote inclusion, empathy, and respect for individuals with autism.

The celebration of World Autism Awareness Day 2025 at Ashtavakra Institute of Rehabilitation Sciences and Research was a meaningful and enlightening event. It successfully raised awareness, promoted inclusion, and inspired participants to work collectively towards building a society where every individual, regardless of ability, is valued and supported.



Recourse Person	NA
Attendance Sheet*	<i>Attached at the end of Report</i>
Feedback	The majority of the participants expressed satisfaction with the program, highlighting the engaging and informative nature of the program. Feedback indicates a notable increase in awareness and understanding of air pollution sources, health impacts and practical solutions. Participants appreciated the depth of information provided.
Report Submitted by Convener (write faculty coordinator name)	Sandeep Tiwari
For Office Use	
Signature of Event Coordinator	Signature of School/Department Head (With Seal)
List of Beneficiary	

Fields marked with '*' are mandatory

LIST OF STUDENT PARTICIPANTS

S.No.	Name of Volunteer	Class/ Enrollment
1.	SARASWATI DASS	00252312423
2.	MANSI GUPTA	00352312423
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9.	JYOTI YADAV	01052312423
10.	GITIKA	01152312423
11.	DEEPANSHI	BED/SER/LD/2022-24/31
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13.	MAITREYI	01452312423 B.ed . ASD
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