



Ashtavakra

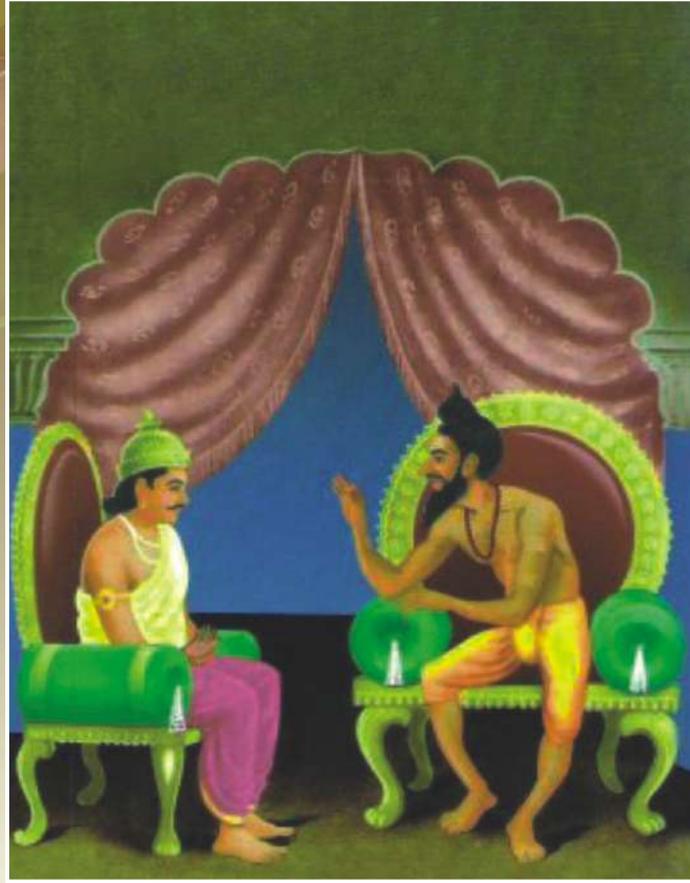
Rehabilitating Together

Ashtavakra Institute of Rehabilitation Sciences and Research

App. by Rehabilitation Council of India,
Ministry of Social Justice and Empowerment, Govt. of India
Affiliated to Guru Gobind Singh Indraprastha University, Delhi
'A' Rated ISO 9001:2015 Certified Institute

“अष्टावक्र”

एक ब्राह्मण ऋषि - राजगुरु



ज्ञानं हृद्येत् जवाश्रित्वात् ।
मोक्षं हृद्येत् जवार्दित्वात् ।

One day, Kahola, father of Ashtavakra was reciting the Vedas but he pronounced it wrongly. Embryo informed Kahola that he had pronounced the syllable wrongly. Kahola cursed the fetus with eight deformities of the body. When the baby was born, it was crooked in eight places - the two feet, the two knees, the two hands, the chest and the head). He was named Ashtavakra, which means "one having eight bends".

Once Kahola went to Janaka's court and challenged to a scriptural debate. There Vandin easily defeated Kahola and immersed the vanquished Kahola in under water. When Ashtavakra was twelve years old, he came to know the truth about his father Kahola from his mother. He decided to confront Vandin. Ashtavakra defeated Vandin in debate. Vandin then revealed that he was the son of Varuna (the Lord of all water bodies). Varuna brought all the sages to surface.

In the presence of Sujata, Kahola asked Ashtavakra to bathe in the river Samanga. When Ashtavakra entered the river, all his crooked limbs became straight.

एक दिन अष्टावक्र के पिता कहोड़ वेदों का उच्चारण करने में गलती कर रहे थे। गर्भ में उपस्थित अष्टावक्र ने पिता को उनकी गलती का अहसास कराया। पिता ने क्षुब्ध होकर अष्टावक्र को श्राप दे दिया कि तू आठ जगह से टेढ़ा हो जायेगा - दो हाथ, दो घुटने, दो पांव, सीना और सिर। उनके नाम का अर्थ है आठ मोड़ वाला।

एक बार वंदिन नामक दानव राजा के दरबार में गया और शास्त्रीय वाद-विवाद के लिए राजा को ललकारा। वंदिन कहोड़ ने राजा को आसानी से पछाड़ दिया और उन्हें पानी के सागर में डुबा दिया। तभी अन्य सभी साम्राज्य के राजाओं द्वारा भी इस विपदा का हल नहीं निकल सका। 12 वर्ष की अल्प अवस्था में अष्टावक्र को अपनी माता से इस गाथा के बारे में पता चला। अष्टावक्र ने वंदिन कहोड़ को वाद-विवाद में परास्त उन्हें मात दे दी। तब वंदिन ने भेद खोला कि वास्तव में वह भगवान वरुण (जल देवता) के पुत्र हैं। भगवान वरुण ने उनकी ताकत, निर्भयता एवं बुद्धिमत्ता को पहचान कर उन्हें आठों अंगों की विकलांगता से मुक्त किया तथा राजा जनक ने अष्टावक्र को अपने राज्य का राजगुरु मनोनीत कर राज्य पर आए हुए संकट एवं विपदा को दूर किया और राज्य में रामराज्य स्थापित किया।

यह भवन स्वर्गीय लाला मनीराम गुप्ता एवं स्वर्गीय शान्ती देवी की स्मृति में उनके पुत्र श्री राम कैलाश गुप्ता एवं पुत्र वधु श्रीमती कुसुम गुप्ता के द्वारा स्थापित किया गया है।

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Chairman, Tecnia Group of Institutions

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Technical Asst.

Ms Ashima Dhingra

APPROVALS & AFFILIATIONS

REGCOGNITIONS

Approved by



Rehabilitation Council of India
A Statutory Body under Ministry of Social Justice and Empowerment, Govt. of India

Affiliated to



GGSIP University
New Delhi

Registered under



delhi.gov.in
Govt. of NCT of Delhi

PwD Act 1995
Department of Social Welfare,
Govt of NCT Delhi

Learning Centre



National Institute of Open Learning
Ministry of HRD, Govt of India

CERTIFICATE OF REGISTRATION

ISO 9001:2015
(Quality Management System)

ASHAVAKRA INSTITUTE OF REHABILITATION SCIENCES AND RESEARCH
Registered Site (s):
PSP, INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, DELHI-110085, INDIA.

Has been independently assessed and is in Compliance with requirement of:

ISO 9001:2015
(Quality Management System)

For the following Scope of Activities:

PROVISION OF SERVICES RELATED TO SPECIAL EDUCATION, REHABILITATION, REHABILITATION & THERAPEUTIC FACILITIES.

Certificate No: **IQC/QMS4275931/23**

To check validity of the certificate please visit at www.iqcuk.com/india

Date of initial registration: **21 August 2023**
First Surveillance Audit on or before: **20 August 2024**
Second Surveillance Audit on or before: **20 August 2025**
Re-certification due: **20 August 2026**

This Certificate is property of IQC UK, and remains valid subject to satisfactory surveillance audits.





SWAIT ARCH
"SWAIT KAMAL"

DATE: 03/08/23

TO WHOM IT MAY CONCERN

This is to certify that building named Ashwakra Institute of Rehabilitation Sciences and Research owned by Handicapped Women Welfare Association at PSP Institutional Area Madhuban Chowk Ashwakra-110085, is designed & constructed structurally safe for usage earthquake resistant equipped with fire fighting devices adequately ventilated and have adequate arrangements for health hygiene and sanitation in line with Governmental stipulation /permission and is possessing disabled friendly infrastructure.

Total built up area excluding basement is 2388.84 sq. m.

Signature of Architect: 
Name of Architect: **SWAIT ARCH**
Registration No.: **E-1871**
Date: **03/08/23**
Place: **Delhi**

Disable Friendly Infra

Structural Safety

AMIT NEGI (ENGINEER)
6, Varan Vikram,
Basant Vihar,
110034,
Delhi.
Phone: +91-8711743105

S.No: AN/13/22 Date: 21-12-2022

TO WHOM IT MAY CONCERN

This is to certify that the building of Ashwakra Institute of Rehabilitation Science & Research at Sector-14, Madhuban Chowk, Rohini, Delhi-110085 established under its parent body Handicapped Women Welfare Association; have signed on the basis of calculation and constructed conform to norms that the institute building was fully designed, constructed & development "Seismically Compliant with Structural Safety, Natural Disaster, Fire Safety and Quality of Building Services", followed all the provisions of UBBL - 2016, MPD 2021 and there is no violation beyond limits of MPD 2021 as inspected on 14-12-2022 and are consider as safe and sound for usage and fit for occupancy for the total area and is ready in all respect.

Signature of the Structural Engineer:
Name of the Structural Engineer:
Registration No.:
Date: 14-12-2022
Place: New Delhi

Fire Safety

FSSAI Compliant Canteen

RAIN WATER HARVESTING CERTIFICATE

Water harvesting certificate in respect of application for the regularization of building on Ashwakra Institute of Rehabilitation Sciences and Research, situated at PSP Institutional Area Sector-14, Rohini, Delhi-110085, and also adjoining Plot No. 14, Mathia. The site has been inspected and found that the water harvesting provision has been provided as well as minimum articulated discharge of waste water as stipulated under clause 22.4.1 or 22.4.2 and the information given therein is factually correct to the best of our knowledge and understanding.

Water Harvesting Compliant

SWAIT ARCH
"SWAIT KAMAL"

DATE: 28/08/23

TO WHOM IT MAY CONCERN

This is to certify that building named Ashwakra Institute of Rehabilitation Sciences and Research by its handicapped Women Welfare Association at PSP Institutional Area, Madhuban Chowk, Rohini, Delhi-110085, the institute building is fit for human habitation and its occupancy as - it is fully developed, designed & constructed structurally safe for usage, earthquake resistant, adequately equipped with fire fighting devices, well ventilated, Disabled Friendly and have adequate arrangements for health, hygiene and sanitation in line with Governmental stipulation /permissions for the intended use of teaching and research and is fit for occupancy for the total constructed area and is ready in all respect.

Signature of the Architect:
Name of the Architect:
Registration No.:
Date: **28/08/23**
Place: **Delhi**

Occupancy Compliant

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
HEADQUARTERS DELHI FIRE SERVICE NEW DELHI-110001

REGISTRATION ID CARD

Registration ID: 232401000012
Valid Upto: 20-02-2027
Name: SHREYA ANSHU
Address: House No. 141, 1st Floor, Pocket-06 Sector-21, ROOTH KILAN, Rohini, North West - Delhi - 110085
DOB:
Govt ID Card: N/A

Issuing Authority: North West Issued On: 21-09-2024

Fire Safety





VISION

To be a Center of Excellence in Special and Inclusive Education, nurturing skilled and ethical professionals who empower individuals with disabilities through equitable, high-quality education.



MISSION

To develop professionals dedicated to providing equitable, inclusive, and high-quality education, particularly for learners with special needs. We aim to empower individuals with disabilities through personalized learning, skill development, and holistic support, enabling them to lead independent, dignified, and productive lives.



VALUES

Integrity, inclusivity, excellence, respect, dignity, empowerment, innovation, professionalism, collaboration, holistic development, lifelong learning, and independence. We uphold national values and cultural heritage while striving for continuous improvement and accountability.

QUALITY POLICY

To deliver equitable, inclusive, and high-quality education to learners with special needs through personalized learning, skill development, and holistic support. We commit to fostering inclusivity, implementing Individualized Education Programs (IEPs), ensuring qualified faculty, promoting research, and maintaining accessible infrastructure. Ethical practices and continuous improvement are central to our mission, creating an environment where every learner thrives and contributes meaningfully to society



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Education (USG)
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The Visionary

Dr. Ram Kailash Gupta, an Eminent Personality born on 5th Sept, 1952 to bless the people by facilitating education and support to needy ones.

This magnanimous and benign personality graduated himself in humanity stream after facing the vicissitudes of life. He started contributing in Educational Fields. This magnifica later realized that only providing refulgency to one kind of education to seekers would not fulfill his heart desires. So he kept on putting his persistent efforts toward starting a number of exemplary Institutions in the Field of Advanced Studies, Medical, Technical Education and for the Children with special needs.



Ram Kailash Gupta
Chairman, Tecnia Group

An Educationist, Philanthropist and a Social Activist

Ram Kailash Gupta is well known for his dedication and passion for providing the quality education with special focus on the upliftment of the handicapped (Divyang) children. He started his trust with enterprise way back in 1972 by starting the distribution business in the field of steel and polymers as MD of a limited company. Later on inspite of having a big business house of his own he decided to diversify his focus in the field of education with selfless service to the society and till date he is tirelessly busy in realizing the goal.

CONTRIBUTION TOWARDS VALUE BASED PROFESSIONAL EDUCATION:

On realizing the shortage of quality education in general, technical & professional education in the country. Sh. Gupta has focused in the area and has tried to contribute towards providing value based education through the foundation of

- 1) Health & Education Society
 - 2) Babson (PSP) Educational Society,
 - 3) Metro city Welfare Association,
 - 4) Handicapped Women Welfare Association
- with the main objective of establishing centers of professional education in various disciplines. These centers offer young men and women the ideal environment to pursue professional courses and become exemplary citizens to serve the society and the nation. As a result following educational institutions have been established under his guidance and supervision.

Chairman

- Tecnia Institute of Advanced Studies
- Tecnia Institute of Applied Studies
- Tecnia Institute Of Art & Design
- Tecnia Institute of Rehabilitation Sciences (School for Integrated Learning & Transformation)
- Tecnia International School
- Tecnia Institute of Teacher Education

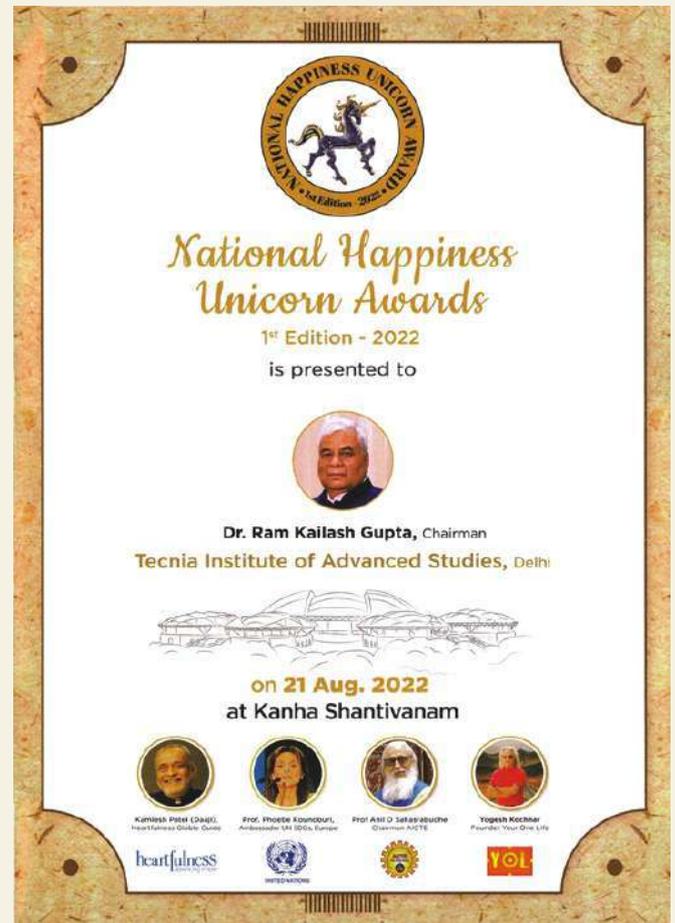
Chancellor

- Sanskriti University
- Sanskriti School of Business
- Sanskriti Institute of Management & Technology

All the above institutions are recognized by the statutory bodies and follow mandatory norms, rules and regulations established by Govt. of India, State Govt., UGC and AICTE etc.

DEDICATION FOR THE UPLIFTMENT OF SPECIAL CHILDREN

Mr. Gupta is a person who does not believe in resting on past Laurels. He has ambitious plans to make a foray into social welfare and philanthropic activities in the area. Therefore he is running a Special Art School (to help and educate the differently abled children) and Tecnia Institute of Rehabilitation Sciences & Research approved by RCI under the aegis of Handicapped Women Welfare Association. It is the first college of its own type in India which cater to the needs of special (Handicapped) students, by giving them free education, by giving them medical support, by giving them artificial limbs to promote the handicapped students by giving an opportunity of vocational education so that they can earn sufficiently for their survival. The society also takes care and try to get married the handicapped person so that they can live happily like other person.



RECOGNITION AND HONOURS

Due to Mr. Gupta's outstanding achievements, many Awards, Honors, Medals and Citations have been conferred upon him, such as:

- **NATIONAL HAPPINESS UNICORN AWARDS 2022 BY AICTE**
- **"DINKAR SAHITYA RATNA SAMMAN"**
- Awarded Dinkar Sahitya Ratna Samman by Hon'ble president Shri Pranab Mukherjee at Rashtrapati Bhawan in the year 2012
- **"DELHI RATAN AWARD"**: Presented by Smt. Shiela Dikshit Ji, Chief Minister, GNCT, Delhi. (For contribution in Education in and around Delhi)
- **"VAISH RATAN AWARD"**: Presented by Shri Atal Behari Bajpai Ji, Former Prime Minister of India) (To develop 400 bedded Hospital for International cause of Society)
- **"LION CLUB AWARD"**: Presented by International Governance for development of Lionism in India.
- **"KARAM YOGI AWARD"**: Presented by Shri Kapil Sibbal Ji, HRD Minister of India, for my contribution in Education activities
- **"LIFE TIME ACHIEVEMENT AWARD"**: Awarded by Hon'ble Mr. B.L. Joshi, Lt. Governor of Delhi Awarded by Smt. Sonia Gandhi (UPA Chairperson) for All India Federation of Deaf & Dumb Children for the growth and contribution of Handicapped children.
- **Award from All India Federation of Deaf & Dumb** for the growth and contribution of Handicapped children.
- **Awarded from All India Federation of Media.**



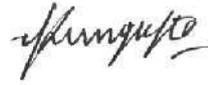
MESSAGE

Education is considered to be the core instrument of human development and its aim is to promote excellence in all spheres of the life. One objective at Ashtavakra is the harmonious development of the intellectual, physical, social, moral and spiritual abilities of students. Ashtavakra Institute of Rehabilitation Sciences and Research is a prestigious Institute in the National Capital Territory. Since its inception it has made remarkable progress in the field of special education.

In today's competitive world, it is essential to have an all-round personality. In order to ensure that the Institute offers more than an academic experience for which from time to time it organizes conferences, workshops, seminars, educational visits and a wide range of activities. Such activities broaden the experience of students and offer life-long learning. Over a period of time the Institution has emerged as a premier Institution to instill, inspire, and inculcate professional excellence within its students in close association with industry people.

Institute has the state-of-the-art disable friendly infrastructure, experienced faculty and innovative processes and systems that have made AIRSR as one of the best knowledge centers. The Institute plays an important role in mentoring students for meaningful careers in the field of Rehabilitation Sciences.

I am delighted to extend my warmest greetings to Ashtavakra family as you embark on the creation of this year's annual magazine.



Mrs. Kusum Gupta
Chairperson
Handicapped Women Welfare Association



Mrs. Kusum Gupta
Chairperson
Handicapped Women Welfare
Association

*It shouldn't matter how
slowly some children learn
as long as we are encouraging
them not to stop.*

-Robert John Meehan

**Ashtavakra Institute of Rehabilitation
Sciences and Research**
PSP Institutional Area, Madhuban Chowk,
Rohini, Sector-14 Delhi-110085
Phone: 011-27550012/14/16
Fax: 011-27550018
Website : www.ashtavakra.in



Message from Deputy Director

Greeting and a very warm welcome to Ashtavakra!!!

In today's dynamic educational landscape, the role of educators has transformed dramatically. Traditional teaching methods no longer suffice, especially as students now access diverse sources of knowledge. The National Education Policy 2020 emphasizes that universal access to quality education is essential for India's progress in economic growth, social justice, scientific advancement, and cultural preservation.

Our institute is a vibrant community of diverse backgrounds and talents. Each member—students, staff, and parents—contributes to shaping a future filled with promise. I believe in the power and potential within every individual here. Students ignite dreams, staff impart knowledge with compassion and innovation, and parents provide unwavering support.

I have strong belief in the inherent power and competency within each and every member of our Institute. It is within the hearts and minds of our students that dreams are kindled, and passions ignited. It is through the dedication and expertise of our talented staff that knowledge is imparted, skills are honed, and character is shaped through humane approach and innovative pedagogical tools and it is with the unwavering support and encouragement of our parents and all stake holders that these young minds are propelled toward greatness in their respective fields of interests.

Let us embrace inclusivity and celebrate our uniqueness. Together, we can break barriers and build a united, understanding community. As we move forward, I urge everyone to dream big, persevere, and work with determination. We are a resilient community, capable of overcoming challenges and achieving greatness.

As we embark on this exciting new chapter, I urge you to believe in the limitless possibilities that lie ahead all of us as a joint responsibility. Let us foster a culture of perseverance, resilience, and unwavering determination.

I encourage all students to dare to dream big, as your potential knows no bounds. Set your goals high and work diligently to achieve them, knowing that your dedication and hard work will pave the way for a bright and successful future.

To our staff—your dedication and creativity are the backbone of our success. To our parents—your involvement is vital in nurturing the aspirations of your children. United, we will continue to reach new heights.

“Time and tide wait for none.” This edition of Ashtavakra Magazine captures the spirit, achievements, and vibrant energy of our school community. Let us continue to inspire, support, and shape a future rooted in ethics, responsibility, and global advancement.

Sanjana Mittal
Dy. Director
Ashtavakra Institute of Rehabilitation Sciences & Research



Ms. Sanjana Mittal
Dy. Director
AIRSR

*Learning gives creativity,
creativity leads to thinking,
thinking provides knowledge,
knowledge makes you great*

-Dr. A.P.J. Abdul Kalam

**Ashtavakra Institute of Rehabilitation
Sciences and Research**
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Website : www.ashtavakra.in



गुरु गोविंद सिंह इंद्रप्रस्थ विश्वविद्यालय Guru Gobind Singh Indraprastha University

MESSAGE

Dear Members of the Ashtavakra Institute of Rehabilitation Sciences and Research, I am delighted to extend my warmest greetings to all of you as you embark on the creation of this year's annual magazine.

The Ashtavakra Institute has consistently demonstrated its commitment to excellence in the field of rehabilitation sciences and research, and I am immensely proud of the progress and accomplishments you have achieved. It is a matter of pride for us at GGSIPU that you are one of our affiliated colleges, working in the field of disability for the welfare of the specially abled and are committed to develop the specialized human resource for the welfare of persons with special needs and are also committed to research in the rehabilitation sector for the welfare of differently abled people.

I am sure the magazine will reflect the commendable work being done at the Institute. This magazine will surely be a testament to your hard work, dedication and the invaluable contributions made by your faculty, staff and students. I do hope it does serve as a platform to showcase your innovative research, the impactful rehabilitation initiatives and the inspiring stories of individuals who have overcome adversity with the help of your services.

In a world that constantly evolves, the field of rehabilitation sciences plays a pivotal role in improving the lives of countless individuals. Your unwavering dedication to advancing knowledge, providing compassionate care and fostering exclusivity is commendable.

I am sure the magazine will serve as a source of inspiration and motivation for all who read it. My best wishes to the editorial team and all those involved in bringing this magazine to life. Your efforts in curating meaningful content are truly appreciated.

I look forward to seeing the Ashtavakra Institute of Rehabilitation Sciences and Research continue to thrive and make a positive impact on society. Together, let us push the boundaries of knowledge, compassion and rehabilitation.

Wishing you all the very best for this endeavour and for the bright future that lies ahead.

Prof. (Dr.) Mahesh Verma

Prof. (Dr.) Mahesh Verma

MDS, MBA, PhD, FDSRCS (Eng.),
FDSRCS (Edin) FDS RCPSG (Glas)

Vice Chancellor

Padma Shri Awardee

Dr. B. C. Roy Awardee

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The Department of Social Welfare Government of NCT of Delhi



Mr. Rahul Aggarwal
Deputy Director (Disabilities),
Department of Social Welfare

MESSAGE

It is a matter of great pride and joy to learn that the Ashtavakra Institute, an esteemed affiliated college offering B.Ed Special Education programs across various domains—such as Autism Spectrum Disorder, Hearing Impairment, Intellectual Disability, Visual Impairment, and Learning Disability—is bringing out its college magazine.

The commitment and dedication shown by the faculty, students, and especially the young learners with special needs are truly commendable. This magazine serves not only as a record of the institute's vibrant activities but also as a reflection of the spirit of inclusion, perseverance, and hope that lies at the heart of special education.

I extend my heartfelt wishes to all students, faculty members, and stakeholders of the institute. May you all continue to thrive, grow, and illuminate the path toward an inclusive and empowered future.

With best wishes and warm regards,

Mr. Rahul Aggarwal
Dy. Director (Disabilities)
Dept. of Social Welfare, GNCTD

12th Floor, MSO Building,
I.P. Estate,
New Delhi-110002



**International Year
of Cooperatives**

Cooperatives Build a Better World

Ashtavakra Institute of Rehabilitation Sciences & Research was established in year 2009 and is approved by Rehabilitation Council of India. The Institute aims to provide trained and qualified personnel in the field of Special Education to meet the requirements of pupils with Special Educational needs.

With a contemporary approach to study, work and innovation, AIRSR adapts to educate professionals in the field of Special Education to meet the global demand.

True to our slogan "Rehabilitating Together" we combine academic study with practical experiences to deliver useful courses to help drive you towards your career goals.

It has a team of highly qualified staff members and specialists in various disciplines. The Institute is a super specialized centre where children with Orthopedic Impairment, Hearing Impairment, Vocal Impairment and Intellectual and Developmental Disabilities (IDD) are given special education and training at its special wing 'The Ashtavakra School'. The ultimate goal of the institute is to integrate these special and challenged children with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence, the institute aims to develop the maximum potential of the child with special need to enable them to become self-reliant and shall gear them towards opportunities for a full and happy life.

The plan what we envisaged is to impart higher educational courses and vocational courses through its special wing where the pupils could opt for a rewarding career as a Rehabilitation Professional.



Under Graduate Courses Offered

B.Ed Special Education (ASD)

B.Ed Special Education (HI)

B.Ed Special Education (ID)

B.Ed Special Education (LD)

B.Ed Special Education (VI)

Ashtavakra Institute of Rehabilitation Sciences & Research (AIRSR)

- Embracing New Education Policy

B.Sc (Clinical Psychology) *

M.A. (Psychology) *

B.A./B.Ed. Integrated (ISITEP) *

* under Approval



Our campus offers a safe and nurturing environment within reach of all season outdoor recreation. The institute has been built in picturesque surroundings. The infrastructure is specially designed keeping in mind the barrier free accessibility and is well connected by Delhi Metro Rail.



Classrooms

Centers are valuable educational tools that teachers can incorporate into their classroom. An effective center provides an educational activity to supplement classroom instruction. Center allow students to work independently or together in small groups at various stations set up around the classroom.



Lecture Hall

Multi-media rich, pleasantly furnished, spacious, well lit lecture halls provides appropriate environment for studies.

Computer Hall

The Computer Lab is ably supported with fully equipped computers having state-of-the-art computing resources providing one-to-one access to students. The Lab is ably powered with latest software applications. The computer center is air-conditioned and is backed up by high caliber UPS to ensure uninterrupted operations. The Computer Lab has more than 20 latest computers and dedicated broadband Internet connectivity. Moreover, the computer center is upgraded from time to time to ensure that the facilities remain at par with the latest technology. The computer center is geared to provide a specialist environment for the student to accomplish their assigned task.



Auditorium

The Institute has a well equipped centrally air-conditioned Auditorium with latest Audio Visual & Projection facility. The state-of-the-art

auditorium has a seating capacity of over 250 persons. The auditorium provides a great opportunity to conduct Seminars, Conferences, Corporate Meet, Convocation, Cultural Programmes and other Interactive sessions.





Ms Neetoo Singh
Librarian



Mr. Puru Gola
Admin



Library Facilities & Services

The Library is the brain of an institution. Our library fosters the pursuit of academic excellence. The mission of the library is to connect people to the world of information and ideas. The library has a huge collection of books. More than 5000 books are available in the campus library. About 145 Journals, periodicals and magazines on various topics and 10 News papers are regularly subscribed by the library.

Reference section is well stocked with Encyclopedias, books on General Knowledge, Competitive exams, Dictionaries, Indian standard codes etc. In order to enrich the library, a large number of valuable books on varied topics of study and interest are added every year.

AIRSR is an institutional member Of DELNET-Developing Library Network, New Delhi. It is a major resource sharing library Network in India connecting more than 9300 institutions in 28 States and 8 Union Territories in India and few other countries comprising of Universities, Colleges, R&D organisations, medical hospitals, etc.

The main objectives of DELNET is to promote resource sharing among the Member-Libraries by collecting, storing and disseminating information and by offering networked library services to users; to undertake research in the area of information science and technology and offer technical guidance to Member-Libraries

- Circulation of Books
- E-books Source
- E-books & Resources
- New Book Arrivals
- Digital Library
- Photocopy Facility
- Air Conditioning
- Wi-Fi Access
- DELNET Membership

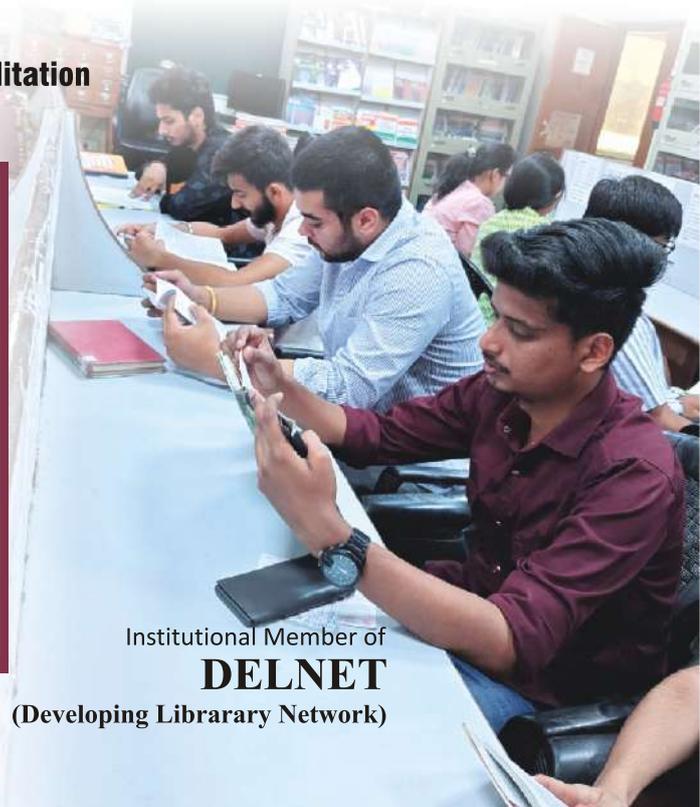


Extensive Collection of Books

Total Books
5369
Total Journals
145
International 78
National 67



Ashtavakra Institute of Rehabilitation Sciences & Research



Institutional Member of
DELNET
(Developing Library Network)

Audiology Lab



Audiological assessment is done in the Out Patient Department (OPD) for the persons with hearing impairment by the highly qualified and experienced professionals and provided appropriate guidance to the persons for better management of his/her hearing.

Speech Therapy Lab:



Highly qualified and experienced professionals are available for conducting the speech and language assessment for the persons who need it. Speech therapy is also available in the Out Patient Department.

Ear Mould Laboratory



An ear mould laboratory which is fully equipped with modern technology is available in the Out Patient Department (OPD) for providing the support services.

Psychology Lab



Psychological services include a wide spectrum of assessment that includes cognitive, behavioral, emotional and also assessment of learning disabilities. Facilities available are IQ testing, Neuro Psychological Evaluation, Educational, Developmental & Social Adaptive Evaluation.

Occupational Therapy Lab



The Institute has an occupational therapy lab where the children are assisted to gain the skills they need to live full meaningful lives. The Occupational therapist work with innovative tools and methods to help them perform valued activities.

Physiotherapy Lab



The Institute has a well equipped Physiotherapy lab that provide services to help achieve optimal recovery of functional movement. Physiotherapy services include developing treatment programmes and rehabilitating patients.

Conference Room



The Institute has a well equipped Conference room fitted with mikes and LCD projectors, smart interactive board for carrying out interactive discussions and presentations.

Resource Room



The Institute has a well stocked Resource Room with teaching aids and models. These aids are used to give instructions and academic remediation to the students with specific learning disabilities as defined by the student's IEP

Canteen



Cafeteria is situated in Block A in the campus for students and faculty. High quality meals, refreshments and snacks are available at reasonable rates.



B.Ed Special Education (Intellectual Disability)



Eligibility: The eligibility for this B.Ed course is B.A./B.Sc./B.Com. with minimum of 50% marks in aggregate in 10+2+3 pattern or equivalent thereto.

Mode of Selection: CUET and CET passed candidates **Duration:** Two academic years

Code	Course Name	Credit	Hours
SEMESTER-1			
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities		
B5	Supportive Skills for the Education of Children with Disabilities (Elective)	2	60
C1-ID	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
E1-ID	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) (Practical)	2	60
E2-ID	Classroom Observation at different levels and of different subjects (IEP, IFSP) (Practical)	5	150
	Total	21	630
SEMESTER-2			
A4	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
B3	Equitable & Inclusive Education	2	60
C4-ID	ICT & Assistive Technology	2	60
F1-ID	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.) (Practical)	4	120
F2-ID	Internship in Disability Specialization (Practical)	10	300
	Total	22	660
SEMESTER-3			
C2-ID	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3-ID	Intervention & Teaching Strategies (Disability Specialization)	2	60
C5-ID	Psycho-Social and Family Issues	2	60
G	Employability Skills	2	60
E4-ID	Execution of Lesson (Teaching Practice) (Practical)	6	180
F3-ID	Internship at Inclusive School (Practical)	6	180
	Total	20	600
SEMESTER-3			
B4	Life Skills across Life Span	2	60
B6	Skill-Based Optional Course (Anyone) (Elective) A-Guidance and Counselling B-Positive Behaviour Supports C-Early Childhood Care & Education D-Community-Based Rehabilitation E-Application of ICT in Classroom F-Disability, SEDGs, and Gender	2	60
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
E3-ID	Lesson Planning & Development of TLM (Practical)	3	90
F4-ID	Internship in Other Disability (Practical)	4	120
	Total	17	510



B.Ed Special Education (Learning Disability)



Eligibility: The eligibility for this B.Ed course is B.A./B.Sc./B.Com. with minimum of 50% marks in aggregate in 10+2+3 pattern or equivalent thereto.

Mode of Selection: CUET and CET passed candidates **Duration:** Two academic years

Code	Course Name	Credit	Hours
SEMESTER-1			
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B5	Supportive Skills for the Education of Children with Disabilities (Elective)	2	60
C1-LD	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
E1-LD	Disability and Inclusion (Practical)	2	60
E2-LD	Disability Specialisation (Practical)	6	180
	Total	22	660
SEMESTER-2			
A4	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
B3	Equitable & Inclusive Education	2	60
C4-LD	ICT & Assistive Technology	2	60
F1-LD	Supportive Skill Training – Assistive Technology, Other Accessibility Measures (Practical)	4	120
F2-LD	Internship in Disability Specialization (Practical)	10	300
	Total	22	660
SEMESTER-3			
C2-LD	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3-LD	Intervention & Teaching Strategies (Disability Specialization)	2	60
C5-LD	Psycho-Social and Family Issues	2	60
G	Employability Skills	2	60
E4-LD	Execution of Lesson (Teaching Practice) (Practical)	4	120
F3-LD	Internship at Inclusive School (Practical)	4	120
	Total	16	480
SEMESTER-4			
B4	Life Skills across Life Span	2	60
B6	Skill-Based Optional Course (Anyone) (Elective) (A) Guidance and Counselling (B) Positive Behaviour Supports (C) Early Childhood Care & Education (D) Community-Based Rehabilitation (E) Application of ICT in Classroom (F) Disability, SEDGs, and Gender	2	60
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
E3-LD	Lesson Planning & Development of TLM (Practical)	4	120
F4-LD	Internship in Other Disability (Practical)	6	180
	Total	20	600



B.Ed Special Education (Visual Impairment)



Eligibility: The eligibility for this B.Ed course is B.A./B.Sc./B.Com. with minimum of 50% marks in aggregate in 10+2+3 pattern or equivalent thereto.

Mode of Selection: CUET and CET passed candidates **Duration:** Two academic years

Code	Course Name	Credit	Hours
SEMESTER-1			
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B5	Supportive Skills for the Education of Children with Disabilities (Elective)	2	60
C1-VI	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
E1-VI	Visits & Writing Reports (Practical)	2	60
E2-VI	Classroom Observation at different levels and of different subjects (Practical)	2	60
	Total	18	540
SEMESTER-2			
A4	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
B3	Equitable & Inclusive Education	2	60
C4-VI	ICT & Assistive Technology	2	60
F1-VI	Supportive Skill Training (Practical)	6	180
F2-VI	Internship in Disability Specialization (Practical)	10	300
	Total	24	720
SEMESTER-3			
C2-VI	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3-VI	Intervention & Teaching Strategies (Disability Specialization)	2	60
C5-VI	Psycho-Social and Family Issues	2	60
G	Employability Skills	2	60
E3-VI	Lesson Planning & Development of TLM (Practical)	6	180
F3-VI	Internship at Inclusive School (Practical)	4	120
	Total	18	540
SEMESTER-4			
B4	Life Skills across Life Span	2	60
B6	Skill-Based Optional Course (Anyone) (Elective) A-Guidance and Counselling B-Positive Behaviour Supports C-Early Childhood Care & Education D-Community-Based Rehabilitation E-Application of ICT in Classroom F-Disability, SEDGs, and Gender	2	60
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
E4-VI	Execution of Lesson (Teaching Practice) (Practical)	6	180
F4-VI	Internship in Other Disability (Practical)	4	120
	Total	20	600



B.Ed Special Education (Autism Spectrum Disorder)



Eligibility: The eligibility for this B.Ed course is B.A./B.Sc./B.Com. with minimum of 50% marks in aggregate in 10+2+3 pattern or equivalent thereto.

Mode of Selection: CUET and CET passed candidates **Duration:** Two academic years

Code	Course Name	Credit	Hours
SEMESTER-1			
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
B1	Introduction to Disabilities C T 2 60		
B2	Introduction to Education of Students with Disabilities	2	60
B5	Supportive Skills for the Education of Children with Disabilities (Elective)	2	60
C1-ASD	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
E1-ASD	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) (Practical)		
F2-ASD	Supportive Skill Training: Assistive Technology, and Other Accessibility measures (Practical)	4	120
	Total	22	660
SEMESTER-2			
A4	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
B3	Equitable & Inclusive Education	2	60
C4-ASD	ICT & Assistive Technology	2	60
E2-ASD	Development of TLMs and Lesson Planning (Practical)	4	120
F3-ASD	Internship in Disability Specialization (Practical)	8	240
	Total	20	600
SEMESTER-3			
C2-ASD	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3-ASD	Intervention & Teaching Strategies (Disability Specialization)	2	60
C5-ASD	Psycho-Social and Family Issues	2	60
G	Employability Skills	2	60
E4-ASD	Autism Spectrum Disorders (ASD) Subject Teaching (Practical)	4	120
F4-ASD	Internship at Inclusive School (Practical)	8	240
	Total	20	600
SEMESTER-4			
B4	Life Skills across Life Span	2	60
B6	Skill-Based Optional Course (Anyone) (Elective) (A) Guidance and Counselling (B) Positive Behaviour Supports (C) Early Childhood Care & Education (D) Community-Based Rehabilitation (E) Application of ICT in Classroom (F) Disability, SEDGs, and Gender	2	60
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
E3-ASD	Autism Spectrum Disorders (ASD) Preparing IEPs (Practical)	4	120
F1-ASD	Internship in Other Disability Special School (Practical)	4	120
	Total	18	540



B.Ed Special Education (Hearing Impairment)



Eligibility: The eligibility for this B.Ed course is B.A./B.Sc./B.Com. with minimum of 50% marks in aggregate in 10+2+3 pattern or equivalent thereto.

Mode of Selection: CUET and CET passed candidates **Duration:** Two academic years

Code	Course Name	Credit	Hours
SEMESTER-1			
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B5	Supportive Skills for the Education of Children with Disabilities (Elective)	2	60
C1-HI	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
E1-HI	Visits & Writing Reports (Practical)	2	60
E2-HI	Classroom Observation at different levels and of different subjects (Practical)	2	60
	Total	18	540
SEMESTER-2			
A4	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one (Elective) d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
B3	Equitable & Inclusive Education	2	60
C4-HI	ICT & Assistive Technology	2	60
F1-HI	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.) (Practical)	6	180
F2-HI	Internship in Disability Specialization (Practical)	10	300
	Total	24	720
SEMESTER-3			
C2-HI	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3-HI	Intervention & Teaching Strategies (Disability Specialization)	2	60
C5-HI	Psycho-Social and Family Issues	2	60
G	Employability Skills	2	60
E3-HI	Lesson Planning & Development of TLM (Practical)	6	180
F3-HI	Internship at Inclusive School (Practical)	4	120
	Total	18	540
SEMESTER-4			
B4	Life Skills across Life Span	2	60
B6	Skill-Based Optional Course (Anyone) (Elective) (A) Guidance and Counselling (B) Positive Behaviour Supports (C) Early Childhood Care & Education (D) Community-Based Rehabilitation (E) Application of ICT in Classroom (F) Disability, SEDGs, and Gender	2	60
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
E4-HI	Execution of Lesson (Teaching Practice) (Practical)	6	180
F4-HI	Internship in Other Disability (Practical)	4	120
	Total	20	600



Mr. Ramesh Kumar
Sr. Admin Officer

Campus for Under Graduate & Diploma Courses



Block B

Ashtavakra Institute of Rehabilitation Sciences & Research (AIRSR)

Courses Offered

D.Ed Special Education (HI)

D.Ed Special Education (IDD)

D.Ed Special Education (MD)

D.Ed Special Education (VI)



Career Oriented Courses

The Institute's strong research and affiliations ensure course material are always up to date and relevant to what's happening in the real world.

High level of professional accreditation

Ashtavakra Institute of Rehabilitation Sciences & Research places a strong emphasis on professional accreditations, hence the courses meet the needs of industry and professional organisations.

Balance of Industry and practical learning

Nearly all courses have practical components, so students have plenty of opportunities to gain hands-on experience in real life situations through case studies or practical work in our state-of-the-art facilities.

Teaching students skills for life

You will be encouraged to adopt an independent, critical and analytical approach to each subject area.

We encourage students to monitor new developments and to be adaptable to lifelong learning.

Industry trained academic staff

Our industry trained academics are in touch with the professional world and help provide students with the best possible resources to succeed in their studies.



D.Ed Special Education (Multiple Disabilities)



Eligibility: Students who have passed 10+2 or equivalent from a recognized board of Education in any stream with minimum 50% marks.

Admission Procedure: Admission will be given through All India Online Aptitude Test (AIOAT) conducted by RCI

Duration: Two years (4 Sem.) 220 days consisting of 1320 hrs each year

Examination Scheme: As per RCI's Scheme of Examination

S.NO	NAME OF THE PAPER	HOURS	CREDITS
1st Yr	Theory		
1	Introduction to Disabilities (common course)	75	2.5
2	Characteristics of children with Multiple Disabilities	75	2.5
3	Assessment of children with Multiple Disabilities	75	2.5
4	Child Development and Learning (common Course)	75	2.5
5	. Curriculum Development	75	2.5
6	Teaching Approaches and Strategies	75	2.5
1st Yr	Practical's		
1	Assessment of Children with Multiple Disabilities	150	5
2	Individualized Education Programme (CP,Db, MD)	150	5
3	Preparation of TLM for assessment & teaching & Information and Communication Technology	75	2.5
4	Group Teaching – Special schools (CP, Db, MD)	150	5
5	Group Teaching – Resource room setting, (Orientation & Mobility), Sign language, Braille	150	5
6	Incorporation of technology and TLM in different settings	75	2.5
2nd Yr	Theory		
1	Education in Emerging Indian Society and School Administration (common course)	45	1.5
2	. Methods of Teaching in Elementary School	75	2.5
3	Therapeutics	75	2.5
4	Inclusive Education (common course)	75	2.5
5	Family and community (common course)	45	1.5
6	. Management of groups of high support group,	75	2.5
7	Employability skills	60	2
2nd Yr	Practical		
1	Teaching in Regular / Inclusive School - all subjects_	150	5
2	Therapeutics and behavioural support	150	5
3	Development of teaching Learning materials Using ICT	75	2.5
4	Inclusive Practices using UDL principles	150	5
5	Working with groups of people with high support needs and severe disabilities.	150	5
6	Project	75	2.5



D.Ed Special Education (Intellectual and Developmental Disabilities)



Eligibility: Students who have passed 10+2 or equivalent from a recognized board of Education in any stream with minimum 50% marks.

Admission Procedure: Admission will be given through All India Online Aptitude Test (AIOAT) conducted by RCI

Duration: Two years (4 Sem.) 220 days consisting of 1320 hrs each year

Examination Scheme: As per RCI's Scheme of Examination

S.NO	NAME OF THE PAPER	HOURS	CREDITS
1st Yr	Theory		
1	Introduction to Disabilities (common course)	75	2.5
2	Characteristics of children with developmental disabilities	75	2.5
3	Assessment of Children with Developmental Disabilities	75	2.5
4	Child Development and Learning (common course)	75	2.5
5	Curriculum Development	75	2.5
6	Teaching Approaches and Strategies	75	2.5
1st Yr	Practical		
1	Assessment of Children with Developmental Disabilities	150	5
2	Individualized Education Programme (ASD, ID, SLD)	150	5
3	Preparation of TLM for assessment and teaching & information & communication technology	75	2.5
4	Group Teaching - Special schools ASD, ID and remedial setting for SLD	150	5
5	Group Teaching – Resource room setting	150	5
6	Incorporation of technology and TLM in different settings	150	5
2nd Yr	Theory		
1	Education in Emerging Indian Society and School Administration (common course)	45	1.5
2	Methods of Teaching in elementary School	75	2.5
3	Therapeutics	75	2.5
4	Inclusive Education (common course)	75	2.5
5	Family and Community (common course)	45	1.5
6	Management of groups with high support needs	75	2.5
7	Employability Skills	60	2
2nd Yr	Practical		
1	Teaching in Regular / Inclusive School - all subjects	150	5
2	Therapeutics and behavioural support	150	5
3	Development of teaching Learning materials Using ICT	75	2.5
4	Inclusive Practices using UDL Principles	150	5
5	Working with groups with high support needs and severe disability	150	5
6	Project	75	2.5



D.Ed Special Education (Hearing Impairment)



Eligibility: Students who have passed 10+2 or equivalent from a recognized board of Education in any stream with minimum 50% marks.

Admission Procedure: Admission will be given through All India Online Aptitude Test (AIOAT) conducted by RCI

Duration: Two years (4 Sem.) 220 days consisting of 1320 hrs each year

Examination Scheme: As per RCI's Scheme of Examination

S.NO	NAME OF THE PAPER	HOURS	CREDITS
1st Yr	Theory		
1	Introduction to Disabilities	75	2.5
2	Fundamentals of Hearing, Hearing Impairment & Audio-logical Management	45	1.5
3	Language and Communication	75	2.5
4	Child development and Learning	75	2.5
5	Fundamentals of Speech and Speech Teaching	45	1.5
6	Curricular Strategies and Adaptations for children with hearing impairment Education of children with hearing and speech disability	75	2.5
1st Yr	Practical		
1.	Practical area I Teaching Practice	315	
2.	Practical area II Communication options	75	
3.	Practical area III Skill Development	110	
4.	Practical area IV (a) Audiology (b) Speech and Language	750	
2nd Yr	Theory		
1	Education in the emerging Indian society and school administration	45	1.5
2	Education of Children with hearing impairment	75	05
3	Content and Methodology of Teaching Science and Mathematics	75	05
4	Inclusive education	75	2.5
5	Family, Community and the children with hearing impairment	45	1.5
6	Content and Methodology of Teaching Social Science	75	05
7	Module on Employability Skills	60	02
2nd Yr	Practical		
1.	Practical Area I Teaching Practice	225	
2.	Practical area II Communication options	90	
3.	Practical area III Skill Development	135	
4.	Practical area IV (1) Psychology (2) Audiology (3) Speech	190	
5.	Practical Area V Full time Teaching Practice	100	



D.Ed Special Education (Visual Impairment)



Eligibility: Students who have passed 10+2 or equivalent from a recognized board of Education in any stream with minimum 50% marks.

Admission Procedure: Admission will be given through All India Online Aptitude Test (AIOAT) conducted by RCI

Duration: Two years (4 Sem.) 220 days consisting of 1320 hrs each year

Examination Scheme: As per RCI's Scheme of Examination

S.NO	NAME OF THE PAPER	HOURS	CREDITS
1st Yr	Theory		
1	Introduction to Disabilities (common Course)	75	2.5
2	Psycho-Educational implications of Blindness and Low Vision (Specialization course)	75	2.5
3	Pedagogy of Environmental Science (EVS) and Social Science (Specialization course)	75	2.5
4	Child Development and Learning (Common Course)	75	2.5
5	Education of Children with Low Vision (Specialization Course)	75	2.5
6	Pedagogy of Hindi/State language and English education (Specialization Course)	75	2.5
1st Yr	Practical		
1	Braille I - Standard English Braille	75	2.5
2	Orientation and Mobility	75	2.5
3	Use of Special Appliances	75	2.5
4	Classroom observation and preparation of lesson plan	75	2.5
5	Teaching of orientation and Mobility and activities of daily living to children with Low Vision	75	2.5
6	Braille II- Hindi/State Language	75	2.5
7	Orientation and Mobility – II	75	2.5
8	Learning Environment and sensitivity for children with low vision	75	2.5
9	Preparation of low cost Teaching Learning Material	75	2.5
10	Practice Teaching	75	2.5
2nd Yr	Theory		
1	Education in emerging Indian society and school administration (Common Course)	75	2.5
2	Teaching of Expanded Core Curriculum to Children with Blindness and Low vision (Specialization Course)	75	2.5
3	Pedagogy of Science Education (Specialization Course)	75	2.5
4	Inclusive Education (common Course)	60	2
5	Family and Community (common Course)	45	1.5
6	Pedagogy of Mathematics Education (Specialization Course)	60	2
7	Employability Skills (Soft Skills)	60	2
2nd Yr	Practical		
1	Braille – III	75	2.5
2	Use of Special Appliances – II	75	2.5
3	Information and communication technology	75	2.5
4	Practice Teaching – II	75	2.5
5	Technology for Children with Low vision	75	2.5
6	Braille – IV	63	2.1
7	Use of Special Appliances – III	63	2.1
8	Teaching organizing co-curricular activities for Children with Blindness and Low Vision	63	2.1
9	Practice Teaching – III	63	2.1
10	Community based Project Work	63	2.1
11	Assessment of Children with Low Vision	60	2



The Ashtavakra School

(School for Differently Abled)

• **AREAS** •

Autism Spectrum Disorder

Intellectual Disability

Visual Impairment

Hearing Impairment

Learning Disability

Multiple Disabilities

Intellectual and Developmental Disability



The Ashtavakra

Recognised from National Institute of Open Schooling,
Ministry of HRD Govt of India
Recognised from National Trust, Registered under PWD Act 1995



Class I - VIII
Class X-XII (From NIOS)



Ashtavakra Special School, a special school meant for serving differently abled. The foundation stone of this school was laid down by His Holy highness Sri Sri Ravi Shankar ji, (Founder of Art of Living Foundation) on 28th March 2008. The school has been dedicated to Lala Mani Ram Foundation, which is running under the Chairpersonship of Smt. Kusum Gupta, a kind hearted and firm lady. The Chief Patron of the school is Shri R.K. Gupta, a well-known philanthropist and an ideal visionary. The school aims to provide education to differently abled children from Pre-primary to senior secondary level.



The School is a model training school created solely for the purpose of making each special child a responsible citizen. Our main motto is to achieve full productive and equal participation of differently abled children / adults living in the society/community.

Method of Teaching

The teaching method are adapted to the requirement of children, therefore the children learn in an environment which is free from fear and pressure. At The Ashtavakra School, all the teachers are specially trained and equipped to give their best services to the children and the individual attention in a classroom situation takes care of their personal and social development.



As the main aim of a special educator is to make the child independent according to his capacity, the concepts which have functional use are applied. Training is given according to the level of the individual child, ability and therefore a curriculum is designed which best suits the child specific need. We at School for Handicapped ensure creative training procedure and also provide children with vocational training in order to enable them to become economically independent and self reliant.



Disable friendly Infrastructure

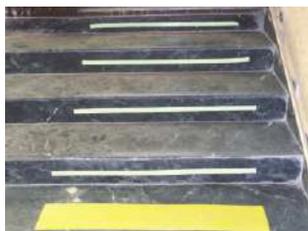
Ramp

Accessible ramp with slopes 1:16 to move. Taprails & Handrails along one side of the ramp which continues to ramp and landing. The ramps and platform have a nonskid surfaces.



Stairs with Flourescent tapes

Steps and stairs are carefully designed & detailed with accompanying handrails and flourescent tapes for the benefit of visually impaired.



Disabled friendly Toilet

The toilet is non slippery with light weight PVC door. The W.C. seat is 500 mm with vertical handrail.

Our Services include

- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Audiological Assessment
- Language Development
- Parents Infants Programs (PIP)
- Early Intervention Wing
- Special Schooling Training (Pre Vocational, Remedial Class, Pre-school)
- Remedial classes and inclusion promotion
- NIOS classes
- TEACHC program (Treatment and Education of Autistic and related Communication Handicapped Children).
- Applied Behavior Analysis (ABA) and Verbal Behavior Analysis (VBA)
- Picture Exchange and Communication System (PECS) and Alternate Augmentative Communication (AAC) programme.
- Psychological Therapies, Behavior Therapy and Cognitive Behavior Therapy.
- Daily Activities (Eating, dressing, grooming and toilet habits)
- Pharmaco Therapy (Medications)
- Play, Drama and Music Therapy
- Yoga and Sports
- Computers
- Brain Gym exercise
- Vocational Rehabilitation
- Pre-vocational training
- Community based Rehabilitation
- Vocational Training and On the job Training Programme for Work Behaviours
- Guidance and Counseling
- Inclusive Hobby Classes
- Outreach Extension Activities






Ashtavakra Vocational Institute



Accredited Vocational Institute of
National Institute of Open Schooling
Ministry of HRD, Government of India

The primary purpose of vocational training is to prepare individuals especially the youth in the age group of 15-25 years for the world of work and make them employable for a broad group of occupation.

The School doubles up as a Rehabilitation Centre by rendering Rehabilitative Services. We ensure that each child in our school is being imparted with a particular Vocational Skill that will facilitate him/her to earn their own livelihood and make them independent.

With this thought in mind Ashtavakra Vocational Institute opens up the path of employment for specially challenged by providing following Courses.



SNo.	Name of the Course	Duration
1	Certificate in Libraray Science	1 Year
2	Certificate in Computer Applications	1 Year
3	Secretarial Practice	1 Year
4	Sarala Sangeeta Shiksha (Caranatic Music)	6 Months
5	Computer & Office Applications	6 Months



**Building Skills
for a
Brighter
Tomorrow**





Pragati Ganotra
 M.Phil. Clinical Psychology,
 PG Gold Medalist
 HOD, Department of Clinical
 Psychology
 Former AIIMS Delhi



Psychology Clinic

At our institute, we support individuals with psychological, neuro-developmental, congenital, and psychiatric concerns through a comprehensive range of services. Our multi-disciplinary team including clinical psychologists, counseling psychologists, occupational therapists, physiotherapists, and psychiatrists offers evidence-based interventions tailored to each person's needs. From psychotherapy and psychological assessments to occupational therapy, sensory integration, and pharmacological support, we serve patients, students, and staff with equal care. Whether it's emotional well-being, academic stress, behavioral concerns, or diagnostic clarity, our mental health unit ensures accessible, stigma-free support. Compassion, confidentiality, and clinical excellence are the pillars of everything we do.



“Your
Mental Health Matters
 We are here to help”



- OUR SERVICES**
- Psychotherapy
 - Child Psychology
 - Counseling
 - Therapy for Substance Use
 - Applied Behavior Analysis for Autism
 - Psychological Testing (Psychology and Intelligence Assessment)

For Appointment call
011-27550012 / 011-27550013

OPD Timings
Monday to Saturday 10:00 AM to 5:00 PM

TRAINING & PLACEMENT



Placements play a pivotal role in shaping the students' academic and professional journey. They serve as a bridge between students and potential employers. Integrating theoretical knowledge gained in classrooms to real-world scenarios enhances the students' understanding and prepares them for the challenges of the professional world. Ashtavakra Institute is committed to guiding and supporting students as they make their transition from academia to the professional world, shaping well-rounded employable individuals to contribute meaningfully in the field of rehabilitation.





NSS



National Service Scheme

Preeti Goyal
Incharge- NSS Club

Introduction

The National Service Scheme (NSS) is a Centrally Sponsored Scheme launched in 1969 by the Government of India to instill social responsibility and community service among students. Administered by the Ministry of Youth Affairs and Sports, NSS operates through colleges and universities, encouraging students to engage in activities that address societal needs and foster national development.

Aims and Objectives:

- 1. Social Awareness:** Develop civic consciousness and empathy toward societal challenges among youth.
- 2. Community Engagement:** Promote hands-on participation in community service, including literacy drives, health camps, and environmental conservation.
- 3. Leadership Development:** Cultivate leadership, teamwork, and problem-solving skills through collaborative projects.
- 4. Nation Building:** Strengthen the bond between students and society, contributing to inclusive and sustainable development.
- 5. Personal Growth:** Encourage self-discipline, ethical values, and a sense of responsibility toward marginalized communities.

NSS embodies the spirit of "Not Me, But You," empowering students to become proactive contributors to societal welfare.



National Dengue Day

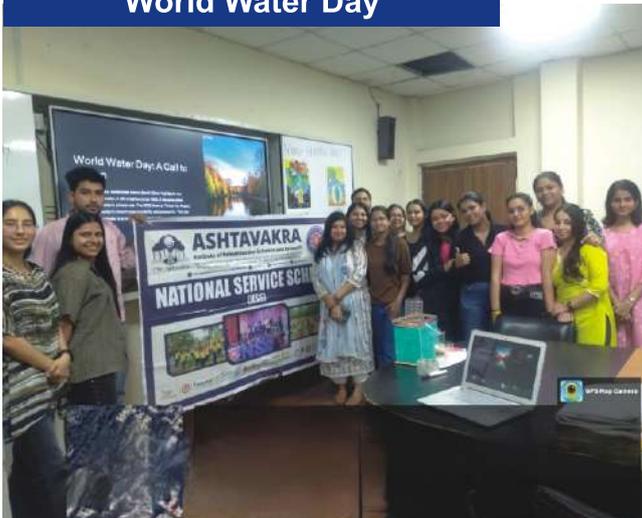


Civil Defence Mock Drill-Workshop



Civil Defence Mock Drill - Operation Shield

World Water Day



Delhi, Delhi, India

5, Block A, Sector 14, Rohini, Delhi, Delhi 110085, India



Mr. Tarun Pataanjali
Asst. Prof. ID
Nodal Officer
Red Ribbon Club

Vision of the Red Ribbon Club

To build a youth-led movement that fosters awareness, compassion, and responsibility towards the prevention of HIV/AIDS, promotion of safe and healthy lifestyles, and the encouragement of voluntary blood donation, while upholding the values of inclusivity and empowerment for all, especially persons with disabilities

Mission of the Red Ribbon Club

To educate and empower youth with accurate information about HIV/AIDS, reproductive health, and blood donation, encouraging informed and responsible decision-making. To reduce stigma and discrimination related to HIV/AIDS by promoting sensitivity, empathy, and social inclusion through interactive programs and campaigns.

Background details of RRC

The Red Ribbon Club (RRC) at the Ashtavakra Institute of Rehabilitation Sciences and Research is a voluntary youth initiative supported by the GGSIPU. The club aims to harness the power of the youth in promoting awareness about HIV/AIDS prevention, voluntary blood donation, and a healthy lifestyle, especially among students and young adults with and without disabilities.



Student Participation in Pledge-Taking Ceremony

As part of its ongoing commitment to health awareness and social responsibility, the Red Ribbon Club (RRC) of the Ashtavakra Institute of Rehabilitation Sciences and Research organized a Pledge-Taking Ceremony to reaffirm the values of HIV/AIDS awareness, stigma reduction, and voluntary blood donation



Student Participation in Poster Making Competition

The Red Ribbon Club (RRC) organized a Poster Making Competition as part of its ongoing efforts to raise awareness about HIV/AIDS prevention, voluntary blood donation, and healthy lifestyles. The event was designed to encourage creativity, critical thinking, and active participation among students in spreading socially relevant messages through visual art.

GLIMPSES OF RED RIBBON CLUB ACTIVITIES

Student Participation in Awareness Rally

The Red Ribbon Club (RRC) organized an Awareness Rally aimed at educating the public on key issues related to HIV/AIDS prevention, voluntary blood donation, and the elimination of stigma and discrimination associated with the disease





उन्नत भारत अभियान
UNNAT BHARAT ABHIYAN

Unnat Bharat Abhiyan (UBA)

Jitender Srivastava
Incharge
UBA club



Introduction:

Unnat Bharat Abhiyan (UBA) is a flagship program launched by the Ministry of Education, Government of India, in 2014. It aims to empower rural communities by leveraging the intellectual and technical resources of higher educational institutions. The initiative fosters collaboration between academia and villages to address critical developmental challenges and promote sustainable, inclusive growth. UBA seeks to bridge the urban-rural divide and contribute toward building self-reliant villages while encouraging students to engage with grassroots realities.

Vision

To build an inclusive and sustainable India by empowering rural communities through knowledge-sharing, innovation, and participatory development.

Mission

To connect higher education institutions with rural areas to address developmental challenges through research-based solutions and community engagement. The mission is to foster a spirit of collaboration between academia and rural populations for holistic development.

Aims

1. To empower villages by addressing their socio-economic challenges through participatory approaches.
2. To promote environmentally sustainable practices that enhance the quality of life in rural areas.
3. To bridge the gap between urban and rural India by fostering collaboration between academic institutions and local communities.

Objectives

1. **Community Engagement:** Encourage universities and colleges to actively engage with nearby villages, fostering collaboration for sustainable development.
2. **Problem Identification:** Facilitate the identification of specific socio-economic challenges faced by rural communities, including sanitation, health, education, agriculture, and infrastructure.
3. **Research-Based Solutions:** Develop innovative solutions tailored to the unique needs of rural populations by leveraging academic expertise and research capabilities.
4. **Capacity Building:** Enhance skills and capabilities of local communities through workshops, training programs, and knowledge-sharing initiatives led by educational institutions.
5. **Sustainable Implementation:** Support the implementation of viable solutions that are culturally appropriate and environmentally sustainable for long-term impact.
6. **Monitoring and Evaluation:** Establish mechanisms for monitoring progress and evaluating the impact of interventions on rural development.





Ek Bharat Shreshtha Bharat (EBSB)



Mr. Prabhat Ranjan
Incharge - EBSB

As part of the Ek Bharat Shreshtha Bharat (EBSB) initiative, our institution observed **World Hearing Day** on March 3, 2025, to raise awareness about hearing loss, early detection, and preventive measures. The event aimed to highlight the importance of ear and hearing care while promoting cultural and regional inclusivity.

The program started with the introductory speech of Mr. Prabhat Ranjan where he highlighted the importance of early detection, prevention, and treatment of hearing-related issues. Hearing is one of our most valuable senses, allowing us to communicate, learn, and connect with the world. However, over 1.5 billion people globally experience hearing loss, and many do not receive the care they need. Noise pollution, infections, genetic factors, and lack of awareness contribute to this growing problem.



“Ek Bharat Shreshtha Bharat Quiz Competition”

The quiz Program on Ek Bharat Shreshtha Bharat Day was organized on 5th Feb.2024 through Virtual mode. The event aimed to promote the quiz competition for educational achievements. The main objectives of the event was to raise knowledge about Curriculum based Question answer.



The program commenced with an introductory speech by Mr. Prabhat Ranjan followed by a virtual panel discussion featuring students and experts, where they explored current knowledge and insights related to the ongoing academic session. The Awareness Programme and Quiz Competition on Inclusive Education successfully created a platform for students to engage with important educational themes. The event fostered awareness, collaboration, and critical thinking, aligning with the vision of promoting inclusive and equitable education for all.



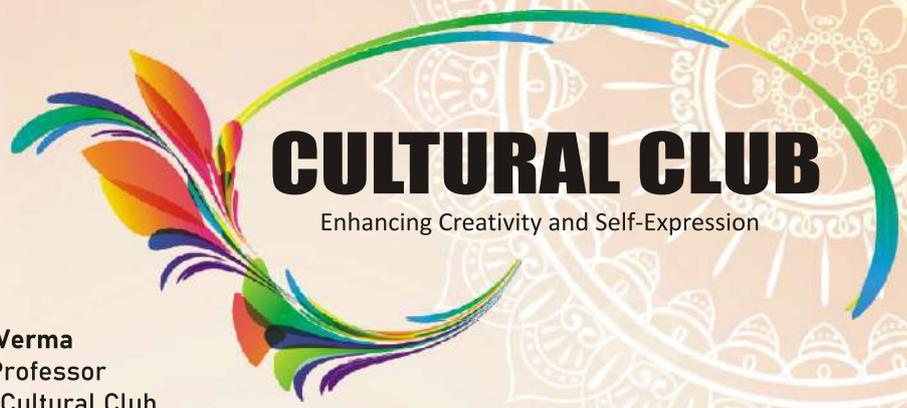
International Sign Language Day

Awareness of International Sign Language Day was organised to recognize and raise awareness about the importance of Sign Languages, especially International Sign Language (ISL), and to advocate for the rights of people in the Deaf and Hard-of-Hearing communities worldwide.





Ms Mansa Verma
Assistant Professor
Incharge - Cultural Club



CULTURAL CLUB

Enhancing Creativity and Self-Expression

Cultural clubs provide a platform for students to explore and express their artistic talents through activities like music, dance, drama, and visual arts. Engaging in these creative pursuits encourages innovative thinking and allows students to communicate their ideas and emotions effectively. This creative expression not only boosts self-confidence but also nurtures a sense of individuality and personal growth.





Viksit Bharat Club

Ms. Radha Rawat
Club In charge

Empowering Tomorrow: The Viksit Bharat Club at Ashtavakra Institute of Rehabilitation Sciences and Research

In the heart of inclusive education and transformative social change, the Ashtavakra Institute of Rehabilitation Sciences and Research has emerged as a hope and empowerment for individuals with disabilities. At the core of its student and community-driven initiatives lies the Viksit Bharat Club a dynamic platform dedicated to nurturing a progressive, self-reliant, and inclusive India.

Launched in alignment with the national vision of **Viksit Bharat@2047**, the club is more than just a campus organization it is a movement. Driven by the spirit of Seva, Sankalp, and Samarpan, the Viksit Bharat Club at AIRSR seeks to inculcate a strong sense of civic responsibility, innovation, and social commitment among its members. The club serves as a catalyst for empowering students and professionals in the field of rehabilitation to think beyond textbooks and engage actively with the society they serve.

A Vision Rooted in Inclusion

What sets the Viksit Bharat Club at AIRSR apart is its unique perspective on national development one that places inclusion at the centre. Here, students specializing in rehabilitation sciences work hand-in-hand with individuals with disabilities, advocating for accessibility, equality, and opportunity. Through community outreach programs, awareness campaigns, and policy dialogue sessions, the club continually works toward dismantling barriers and building bridges.

Activities That Spark Change

The club's calendar is vibrant and impactful. From hosting inclusive hackathons and skill-building workshops to organizing awareness drives on disability rights and assistive technology exhibitions, each event is designed to inspire and involve. Regular seminars with industry experts and policymakers help students stay attuned to the evolving landscape of rehabilitation services and nation-building strategies.



One of the club's proudest achievements is its collaboration with grassroots NGOs and government bodies to implement community-based rehabilitation (CBR) programs. These initiatives not only provide real-world experience to students but also create meaningful impact in underserved communities.

Students Leading the Charge

What truly powers the Viksit Bharat Club is its student leadership. With a dedicated team of changemakers, the club nurtures leadership qualities, critical thinking, and the spirit of volunteerism. Members are encouraged to identify local challenges and devise sustainable solutions be it through awareness drives, assistive technology innovation, or accessible education campaigns.

Toward a Developed, Inclusive India

As India marches toward its centennial of independence in 2047, the Viksit Bharat Club at Ashtavakra Institute stands as a shining example of youth-led transformation. It reminds us that a truly developed nation is not only one with technological and economic advancement, but also one that ensures dignity, opportunity, and inclusion for all its citizens.

In every event, every campaign, and every conversation, the club echoes a powerful message: A Viksit Bharat is an inclusive Bharat.



FIT INDIA YOUTH CLUB



Mr. Vikas Kumar
FIYC In-Charge



1. International Yoga Day Celebration (21st June 2024)

In celebration of International Yoga Day, FIYC conducted a revitalizing yoga session that emphasized mindfulness, flexibility, and inner balance. The event was celebrated together with faculty and staff members, promoting a shared sense of well-being. Guided by a trained instructor, the session included asanas and breathing techniques that encouraged holistic health for all attendees.

2. Fitness Sporting Activity: Intra-Institute Badminton Sports Competition (13th December 2024)

A lively intra-institute badminton competition was organized to encourage fitness, agility, and team spirit among students. Players competed with energy and enthusiasm in both singles and doubles matches. The event fostered a fun and motivating environment, while also promoting regular physical activity through sports.

3. Talk by Mental Health Specialist: Supporting Mental Health (29th January 2025)

An insightful session conducted by a mental health expert, focusing on recognizing stress, building emotional resilience, and encouraging positive mental health practices among students. Real-life coping strategies and interactive Q&A made the session relatable and helpful. It created awareness and opened the door for further conversations on emotional well-being.

4. Fitness Sporting Activity: Indoor Games (Chess, Carrom) (27th March 2025)

A thrilling indoor sports competition saw students engage in strategic and strength-based games like Chess and Carrom promoting mental agility and physical prowess. The atmosphere was lively as participants showcased their sharp thinking and determination. These games added a unique dimension to the fitness agenda.

5. Fitness Sporting Activity: Indoor Games Carrom Competition (29th December 2025)

The year concluded with a fun-filled indoor carrom competition, offering students a chance to unwind and showcase their skills in this classic game of focus and precision. The event saw enthusiastic participation and friendly rivalry, creating a relaxed yet engaging atmosphere. It highlighted the importance of indoor games in maintaining mental alertness and hand-eye coordination.



UNIVERSITY SPORTS MEET



Mr. Vikas Kumar
Sports Club In-Charge

GGSIU Sports Meet

Date: 18th - 20th October 2024

FIYC members enthusiastically represented the institute at the university-level sports meet organized by GGSIPU, competing with dedication and displaying great sportsmanship. Students participated in Tug of War and Athletics events, proudly upholding the institute's name. The experience also allowed interaction and networking with peers from across the university.



Lakshay Inter College Sports Meet

Date: 29th - 30th January 2025

Students participated in the inter-college sports competition hosted by **Gitarattan International Business School**, gaining valuable exposure and inter-institutional experience. Participants brought home praise for their energetic involvement and positive attitude. The event served as a platform to challenge their skills and gain confidence.





Nurturing Environmental Stewardship in Young Minds, A Green Initiative for a Better Tomorrow



Mr. Sandeep Tiwari
Nodal Officer
Eco Club, AIRSR

The Eco Club is a dynamic platform where students come together to champion environmental sustainability through hands-on learning and community engagement. This student-driven initiative fosters awareness about critical ecological issues such as climate change, pollution, biodiversity loss, and resource conservation. Through activities like tree plantation drives, waste segregation campaigns, and recycling initiatives, students actively contribute to creating a greener campus. The club also organizes awareness rallies, clean-up drives, and educational workshops on topics like composting, renewable energy, and water conservation, blending technical knowledge with practical action. Celebrating days like Earth Day and World Environment Day, students participate in creative expressions such as poster-making, slogan writing, and eco-model exhibitions, making environmental education both informative and enjoyable. At Ashtavakra Institute of Rehabilitation Sciences and Research, all these activities are being carried out smoothly and consistently under the dedicated guidance of Higher Authorities Dean, Directors and Eco Club Nodal Officer Mr. Sandeep Tiwari, in collaboration with enthusiastic students. Their collective efforts are truly inspiring and are giving great momentum to "A Green Initiative for a Better Tomorrow."

The Ashtavakra Eco Club celebrated World Environment Day with great enthusiasm, focusing on the theme of sustainability and green living. Activities included a tree plantation drive, poster-making competition, and an awareness rally. Students actively participated under the guidance of Eco Club Nodal Officer Mr. Sandeep Tiwari. The event successfully promoted environmental consciousness and community engagement.

The Ashtavakra Eco Club organized an educational visit to Yamuna Biodiversity Park to promote environmental awareness and experiential learning. Students explored various ecosystems, observed native flora and fauna, and learned about conservation



efforts. The visit, guided by Eco Club Nodal Officer Mr. Sandeep Tiwari, enhanced their understanding of biodiversity and ecological balance. It was an inspiring experience that strengthened their connection with nature.

The Ashtavakra Eco Club observed World Wetlands Day to highlight the vital role wetlands play in maintaining ecological balance and supporting biodiversity. Students attended an interactive session on wetland conservation and participated in a Survey of Wetland to spread awareness. The event emphasized the need to protect these fragile ecosystems. It successfully encouraged students to become advocates for wetland preservation and sustainable water practices.

The Ashtavakra Eco Club celebrated World Earth Day with a series of engaging and meaningful activities focused on environmental protection and sustainability. Students participated in slogan writing, poster-making, and a sapling plantation drive to spread awareness about protecting our planet. The event highlighted the importance of individual action in combating climate change. The celebration inspired students to adopt greener lifestyles and become responsible Earth citizens.





Gender Champion Club



Mohd Haseeb
Incharge
Gender Champion Club

Introduction

A Gender Champion Club is a student-led initiative, often found in educational institutions, focused on promoting gender equality and awareness, fostering discussions about gender-related issues, and creating a more inclusive environment.

Vision

The vision of a Gender Champion Club, as envisioned by organizations like the UGC and others, is to create responsible leaders who facilitate an enabling environment where girls are treated with dignity and respect, empowering young people to advocate for gender equality and monitor progress towards gender justice.

Mission

The mission of a Gender Champion Club is to promote gender equality and create a more equitable and inclusive environment by fostering understanding of social and cultural constructions of gender, advocating for gender justice, and monitoring progress towards it.



Objectives

- Promote Gender Equality
- Raise Awareness
- Foster Dialogue.
- Organize Events
- Encourage Participation
- Promote Leadership
- Document Best Practices:
- Exposure Visits:





Electoral Literacy Club



Ms. Jyoti
Asst. Prof. HI
ELC In-charge

Vision of the Electoral Literacy Club

To build a well-informed, confident, and proactive student community that upholds democratic values and promotes electoral participation, especially among youth and persons with disabilities.

Mission of the Electoral Literacy Club

To educate students on the electoral process, the importance of voting, and the role of citizens in a democracy. To foster critical thinking and civic responsibility through engaging activities and campaigns. To encourage voter registration, especially among first-time voters and persons with disabilities

Inclusive Voter Education Sessions

Special sessions tailored for students with disabilities to ensure full access to electoral knowledge and processes.

Poster Making Competitions

Simulated voting exercises to help students understand the process of casting a vote and the significance of secrecy and choice.

GLIMPSES



Interactive sessions and campaigns to raise awareness about voting rights, voter ID registration, and the power of informed voting.



Slogan Writing Competitions

Creative platforms for students to express their thoughts on democracy, inclusion, and civic duty.

Debate and Quiz compaction

Powerful performances addressing themes such as ethical voting, voter apathy, and the value of youth participation.



Ms. Anoushka Sharma
Incharge
Wellness Club

Wellness CLUB

The Wellness Club at Ashtavakra Institute continued its mission to foster empathy and social responsibility through meaningful community outreach initiatives.

Key highlights of the year includes:

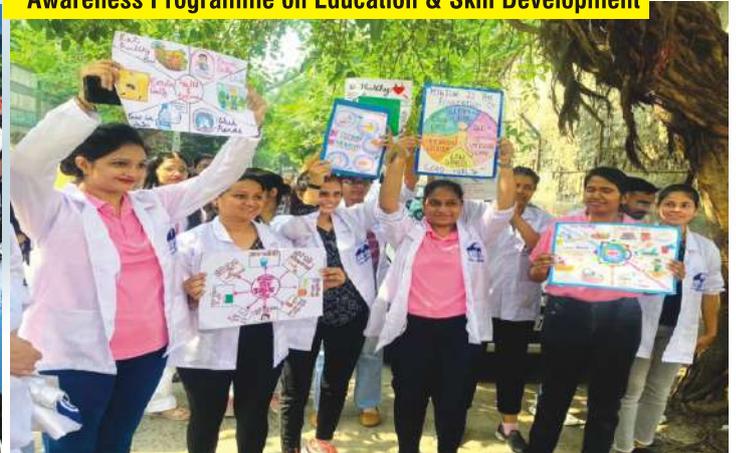
- Nutritional Support Drive - Food Donation
- Bag Distribution Campaign
- Awareness Seminar on Education and Skill Development
- Community Outreach for Clothing Distribution in a local slum area.

These efforts reflect the club's commitment to holistic development and inclusive support.

Food donation activity



Awareness Programme on Education & Skill Development



Clothes Distribution Activity at Tecnia Auditorium



BAG Distribution Activity



Visit to Slum Area for Clothes Distribution





Mr. Ramtirath Prajapati
Literary Club Incharge
AIRSR

The Ashtavakra institute Literary Club is an active and inspiring forum where students, teachers and other members of the Institute enjoy and explore various forms of literature. Literature lovers are given the freedom to read, write and think, and we strive to develop a deeper understanding of literature through a variety of activities. Under the dynamic leadership of Mr. Ramtirath Prajapati, the Literary Club has become a hub for budding writers and literature enthusiasts, offering opportunities to engage in creative activities and discussions that expand students' understanding of the written word.

About the Literary Club

Mr. Ramtirath Prajapati, the dedicated in-charge of the Literary Club, plays a key role in shaping the club's direction and activities. His passion for literature, along with his experience in teaching and writing, has made him an inspiring mentor for students in the club. Mr. Ramtirath Prajapati is deeply involved in guiding students through their creative journey, helping them refine their writing and encouraging them to explore their literary potential. Under his leadership, the Literary Club has not only grown in membership but also in the quality and depth of its activities. He believes in nurturing student's unique voice and provides a personalized approach to help them develop as writers. Our students explore various aspects of literature through activities such as book discussions, poetry readings, creative writing workshops and literary critiques. The club aims to provide everyone with an opportunity to develop their interests in literature, whether you are a dedicated reader, a budding writer or simply want to participate in thought-provoking discussions.



Key Activities

- **Book Discussions:** Regular meetings where teacher and students discuss selected books, analyses their themes, characters and writing styles.
- **Creative Writing Workshops:** An opportunity for writers to hone their writing skills and share their creations.
- **Poetry recital:** A platform where poets recite their poems and immerse the audience in the beauty and emotions of poetry.
- **Literary critique:** An opportunity for writers to discuss and receive feedback on their works, thereby improving their writing ability.

Literary CLUB





Dinesh Kumar Bindal
Asst. Prof. VI Dept.
Incharge- R&D Cell

RESEARCH AND DEVELOPMENT CELL



The Research and Development (R&D) Cell in Ashtavakra Institute of Rehabilitation sciences and Research plays a critical role in advancing the field of special education through research, innovation, and the development of new teaching methodologies, tools, and resources. The main objective of the R&D Cell is to enhance the quality of education and support for individuals with disabilities by generating evidence-based insights, improving educational strategies, and fostering collaboration between educators, researchers, and practitioners.

Key functions of the R&D Cell in a Special Education College include:

1. **Conducting Research:** The cell focuses on both fundamental and applied research that addresses key issues in special education, such as curriculum design, teaching methods, assistive technologies, and strategies for inclusion. The research aims to create a better understanding of the challenges faced by students with disabilities and to develop solutions that can improve educational outcomes.
2. **Developing New Programs and Resources:** The R&D Cell works on developing new educational programs, teaching aids, and resources tailored to the diverse needs of students with various disabilities. This includes the creation of specialized curricula, assistive devices, and learning materials that can be used in both special education classrooms and inclusive settings.
3. **Collaboration and Partnerships:** The R&D Cell often collaborates with other educational institutions, government agencies, non-profit organizations, and experts in special

education to share knowledge, resources, and best practices. This fosters a more inclusive educational environment and helps to build a network of professionals committed to advancing special education.

4. **Training and Capacity Building:** The cell organizes workshops, seminars, and training sessions for faculty, educators, and professionals in the field. This helps to improve the skills and knowledge of those working with students with disabilities, ensuring that they stay up-to-date with the latest research and teaching techniques.
5. **Promoting Inclusive Education:** The R&D Cell advocates for inclusive education practices, promoting the integration of students with disabilities into mainstream schools and educational environments. Research conducted within the cell often focuses on methods to enhance social, academic, and emotional inclusion for all students.





Domain Club

Sandeep Upadhyay
Asst. Prof. VI Dept.
Incharge



Behavioral Insights Club (Autism Spectrum Disorder)

Hands-on Training Identification of Autism

This training session focuses on early identification of autism through practical learning. It helps participants understand key signs, screening methods, and intervention strategies to support children with autism effectively.

Poster Making

The poster-making activity encourages students to showcase their creativity while spreading awareness about autism and inclusion. It provides a visual medium to communicate strong social messages to the community.

Community Awareness

The Community Awareness program aims to sensitize the public about autism spectrum disorders. It emphasizes acceptance, inclusion, and the importance of creating supportive environments for individuals with autism.

World Autism Awareness Day Painting

To mark World Autism Awareness Day, a painting activity is organized to express solidarity and promote awareness. Students use art to highlight themes of acceptance, diversity, and the abilities of individuals with autism.

World Autism Awareness Week Nukkad Natak

As part of World Autism Awareness Week, a Nukkad Natak (street play) are performed to engage the community in an impactful way. The play delivers strong messages about inclusion, acceptance, and breaking stereotypes surrounding autism.

Sparsh Club (Visual Impairment)

Cane Day Celebrates

Cane Day is celebrated to honor the significance of the white cane as a symbol of independence for persons with visual impairment. The event spreads awareness about mobility rights and encourages respect and support for individuals who use canes in daily life.

Braille Day Celebrates

Braille Day is observed to recognize the importance of Braille as a vital tool for literacy, education, and independence among visually impaired individuals. It highlights the need for accessible resources and promotes inclusive education.

Community Awareness

The community awareness program aims to sensitize society about the challenges and rights of people with disabilities. It fosters inclusivity, empathy, and collective responsibility towards creating an accessible and supportive environment.

Poster Making

The poster-making activity provides students with a creative platform to express ideas on inclusion, disability awareness, and equal opportunities. It encourages artistic skills while spreading strong social messages visually.

Workshop Hands-on Training (Mobility)

This workshop offers practical training on mobility skills for persons with visual impairment. It focuses on building independence, safety, and confidence in movement through guided hands-on sessions.

Sensory Club (Multiple Disability)

Hands-on Training on Multiple Disabilities

This activity provides practical exposure to understanding and managing the needs of individuals with multiple disabilities. It emphasizes skill development in assessment, intervention, and use of assistive devices, enabling participants to gain firsthand experience in inclusive rehabilitation strategies.

Poster Making – DB (Deafblindness)

A creative activity where participants design posters to spread awareness about deafblindness. The aim is to sensitize people regarding the challenges faced by individuals with combined hearing and vision loss, and to highlight the importance of communication support, accessibility, and inclusive education.

Symposium on Sensory Training

An academic platform where experts, teachers, and students

discuss strategies for sensory stimulation and training. The symposium focuses on enhancing sensory integration for persons with visual, hearing, or multiple disabilities to improve learning, mobility, and daily living skills.

Poster Making – MD (Multiple Disabilities)

This activity encourages participants to create posters addressing issues, challenges, and solutions related to multiple disabilities. It fosters awareness, advocacy, and creativity in promoting inclusive practices and positive societal attitudes.

Helen Keller Day

A commemorative event dedicated to Helen Keller, a symbol of courage and resilience for people with sensory disabilities. The day includes awareness programs, inspirational talks, cultural events, and discussions on inclusive education and empowerment of persons with disabilities.



Creative Collaboration Club

(Intellectual Disability)

World Mental Health Day

This day is observed to spread awareness about the importance of mental well-being. The day encourages open discussions, reduces stigma, and promotes practices that support emotional and psychological health.

Poster Making

The poster-making activity engages students in creatively expressing their thoughts on mental health, inclusion, and disability awareness. It provides a platform to share strong messages visually and spread awareness among peers.

Community Awareness

Community awareness programs are organized to sensitize people about mental health and disabilities. They promote understanding, acceptance, and collective responsibility towards creating a supportive and inclusive society.

World Down Syndrome Day

World Down Syndrome Day celebrates the lives and abilities of individuals with Down syndrome. The day highlights the need for equal opportunities, respect, and inclusion, while also raising awareness about their strengths and challenges.

Workshop on IDD (Intellectual and Developmental Disabilities)

This workshop focuses on understanding intellectual and developmental disabilities. It provides practical strategies, teaching methods, and support systems to help individuals with IDD achieve independence and lead fulfilling lives.



Inclusive Mind Club

(Learning Disability)

Inclusive Minds Quiz

The Inclusive Minds Quiz aims to test and enhance students' knowledge about inclusion, diversity, and education for all. It encourages active participation, builds awareness, and promotes healthy competition while reinforcing important concepts of inclusive practices.

Seminar on Assistive Technology & Innovative Teaching

This seminar provides valuable insights into the latest assistive technologies and innovative teaching methods that support learners with diverse needs. Experts will share practical tools, strategies, and approaches to make learning more accessible and effective.

Workshop on Differentiated Learning Strategies

The workshop focuses on equipping teachers and students with skills to implement differentiated learning strategies in classrooms. It highlights techniques to address varied learning styles, abilities, and interests, ensuring that every learner can thrive.

Inclusive Education Awareness Rally (on World Literacy Day)

The awareness rally spreads the message of inclusive education in society, emphasizing the importance of equal opportunities for all learners. Organized on World Literacy Day, it seeks to inspire community participation and raise awareness about the rights of learners with special needs.

Learning Disability Week

Learning Disability Week is observed to spread awareness, break stereotypes, and foster acceptance of individuals with learning disabilities. Through activities, discussions, and campaigns, the week highlights strengths, challenges, and the need for supportive educational practices.



8th International Conference CRE Programme on “Amplifying the Leadership of Persons with Disabilities for an Inclusive and Sustainable future”

26th-28th December 2024



The lamp lighting ceremony by the chief guest, **Sh. Rahul Aggarwal**, Deputy Director, Disability Department of Social Welfare.



National Anthem in Indian Singh Language performed by Ms. Geeta from Ashtavakra Special School

The 8th International Conference on the CRE Programme took place from 26th to 28th December 2024, focusing on the theme “Amplifying the Leadership of Persons with Disabilities for an Inclusive and Sustainable Future.” The event gathered stakeholders dedicated to enhancing the leadership roles of individuals with disabilities. The inaugural address was delivered by our esteemed chief guest, Sh. Rahul Aggarwal who highlighted the importance of empowerment and collaboration. Ms. Sanjana Mittal, Deputy Director, AIRSR, Rohini, Delhi, also contributed valuable insights on fostering inclusivity. The conference featured various sessions and workshops led by experts in the field. Participants engaged in meaningful discussions, sharing innovative practices and strategies. The collective commitment demonstrated during the event aims to drive significant change towards inclusivity. This conference served as a vital platform for networking and collaboration among advocates and change-makers. The outcomes are expected to influence policies and practices for persons with disabilities moving forward.

Mrs. Sanjana Mittal, Deputy Director of the Ashtavakra Institute of Rehabilitation Sciences and Research, delivered the opening remarks. In her address, she emphasized the significance of amplifying the voices of persons with disabilities, highlighting their essential role in creating a more equitable and sustainable future. Mrs. Mittal called for collaboration across various sectors government, civil society, and the private sector to dismantle barriers faced by individuals with disabilities. She expressed her excitement about the engaging discussions planned for the conference and the potential outcomes that could arise from collective efforts. She welcomed Shri Rahul Aggarwal, Deputy Director Disability, Department of Social Welfare, Shri Rajesh Rana, Chief Probation Officer, Department of Social Welfare, Dr Sangeeta Singh, Assistant Professor, University of Allahabad, Ms Kiran Vats, Welfare Officer Branch, Department of Social Welfare, GNCTD, Dr Gunjan Attri, Principal, The Divine Mother International School, Dr Nishi Phogat, Master Skill Trainer (International Speaker, Dubai, Netherlands, Sri Lanka) Dr Kriti Vashist, Associate Professor UTRGV School of Social Work, McAllTexas, USA.



Address by Shri Rahul Aggarwal, Deputy Director Disability, Department of Social Welfare



Dr Sangeeta Singh, Asst Prof. University of Allahabad



Ms. Mandeep Kaur, Rehabilitation Psychologist



Dr. Alka Singh, Research and Evaluation Officer, NIOS, Delhi



Dr. Shashi Bhushan, Consultant Psychiatrist Maharaja Agrasain Hospital & Saroj Hospital

11th National Conference (CRE Accredited) on “Role of Orientation and Mobility for Children with Special Needs”

16th -18th October 2023

commemorating
White Cane Safety Day



The 11th National Conference was inaugurated by Chief Guest Mr. Ramesh Prasad (Sec.) BNHKS along, our guest of honors Mr. Satyendra Kr. Satyarthi, Professor Hindi Mr. Goyal Chairman- Abhinav Public School Rohini Sector 3, Dr. Sudeep Kr. Dubey Course Director, Durgabai Deshmukh College Delhi University, Ms. Kala Negi Coordinator of Early Intervention and Infant to toddlers in Saksham. The Lamp lighting session was done by our eminent chief guest, guest of Honors along with Dr. R. K. Gupta, Chairman, Tecnia Group of Institutions, Dr. Sandhya Bindal, Vice Chairman, Tecnia Group of Institutions, Ms. Sanjana Mittal, Deputy Director, AIRSR.

The Welcome address was given by Mrs. Sanjana Mittal, Deputy Director, AIRSR, Rohini, Delhi. For Plenary Session 1, Speakers were Dr. S.K Dubey, Ms. Kala Negi, Mr. Jitender Srivastava. For Plenary Session 2, Speakers were Mr. Dinesh Kr. Bindal Ms. Radha Rani Rawat Ms. Shilky Singhal. The sessions was chaired by Mrs. Sanjana Mittal.



Lamp lighting by Chief Guest by Ramesh Prasad (Secretary) Bhartiye Netra Heen Kalyan Sangh Delhi

Theme :
Role of white cane in the lives of Blind people



Registration Desk



Felicitation of Mr. Ramesh Prasad Secretary , BHNK Delhi by Dr. Ram Kailash Gupta Chairman Tecnia Group Institutions



Welcome address by Mrs. Sanjana Mittal, Dy. Director, AIRSR



Keynote Address Dr. Sudeep Kumar Dubey Course Director (DDMC, BRA)



Address by Mr. Rajnish Kr. Arya TGT Teacher DSSSB



Address by Mr. Jitender Srivastava Assistant Professor AIRSR



Address by:- Mr. Dinesh Kumar Bindal Assistant Professor, AIRSR Delhi

12th National Conference (CRE Accredited) on “Curricular Framework for Cross Disability Early Intervention and School Readiness”

7th-9th December 2023



Lamp lightening Chief Guest by Mr.Sulatan, Janardan Rai Nagar Rajasthan Vidyapeeth, Deemed University, Udaipur

The 12th National Conference was inaugurated by Chief Guest Mr. Mr. Sultan (Senior Psychiatrist Secretary) Bharteya Natrheen kalyaan Parished along, with the guest of honors Mr. Mr. J.C. Gupta, Mr. Dr. J.Das, Mr.Sourabh Mishra Amity university Delhi., The Lamp lighting session was done by our eminent chief guest, guest of Honors along with Dr. R. K. Gupta, Chairman, Tecnia Group of Institution, Dr. Sandhya Bindal, Vice Chairman, Tecnia Group of Institution, Ms. Sanjana Mittal, Deputy Director, AIRSR.

Some of the eminent speakers were Dr. J. Das who spoke about 'mental health'. Dr. Shashi Bhushan talked about the fact that Disability is an ability to see other abilities. He also gave the example of Janak court, that everyone laughed because they see disability of Ashtavakra but Ashtavakra saw other people abilities disability it is a ability to see other abilities. Mr. Sourabh Mishra expressed his thoughts elaborating that a comprehensive curricular framework cross-disability early intervention and school readiness should address diverse learning needs, promote social-emotional development, and incorporate adaptive teaching strategies. Mr. Sulatan spoke about Building as Learning Aid (BaLA). BaLA is a way to holistically plan and use the school infrastructure.

Mr. Rajesh elaborating about teacher-made tests and told that those that are constructed by the teacher to assess learning progress of the students. Mr. Neelesh Kumar: presented his paper on the topic “A curriculum framework”. Mr. Vijay Bharati elaborated about curriculum design.

Mr. Pradeep Kumar highlighted that Schools are organized spaces purposed for teaching and learning. Ms. B. Uma told that curriculum adaptation involves differentiation to meet the needs of all students. Dr. Bharti Kaushik spoke that teachers and parents can help CWSNs having sensory disorders by reducing visual distractions.



Address by Dr. J.Das



Address by Mr. Sulatan



Address by Mr. Neelesh Kumar



Address by Dr. Shashi Bhushan



Address by Mr. Sourabh Mishra



Address by Ms Jyoti Mishra



Felicitation of Ms.Pratibha Gulati Assistant Prof. (NCERT) Delhi

13th National Conference (CRE Accredited) on “Behavioural Issues in Children with Disability and Home Management”

27th-29th May, 2024

Viksit Bharat @ 2047
Viksit Bharat Sashakt Bharat



From L to R) Ms. Sanjana Mittal, Deputy Director, AIRSR, Dr. Anjali Shokeen, Associate Professor (DU) Prof. Anupama M. Hasija from Shaheed Bhagat Singh College, Dr. Ram Kailash Gupta Chairman, Tecnia Group of Institutions Dr. Ajay Rathore, Director TIAS, Ms. Manjula Rathi, Secretary AICB and Ms. Mandeep Kaur Psychologist

Saraswati Vandana by Siddhi HI Dept

The 13th National Conference was inaugurated by Chief Guest Dr. Ram Kailash Gupta Chairman, Tecnia Group of Institution along with the guest of honors Dr. Anjali Shokeen, Associate Professor(DU) , Prof. Anupama M. Hasija from Shaheed Bhagat Singh College, The programme began with Lamp lighting ceremony done by Dr. R. K. Gupta, Chairman, Tecnia Group of Institution, Ms. Manjula Rathi, Secretary AICB and Ms. Sanjana Mittal, Deputy Director, Ashtavakra Institute of Rehabilitation Sciences & Research.

Prof. Anupama M. Hasija expressed her views on understanding disability involving and recognizing its diversity and the various challenges individuals face due to physical, cognitive, or sensory impairments. She discussed about cross disability and questioned students about the understanding of cross disability. Prof. Anupama M. Hasija told that we shouldn't differentiate among disabilities. Next she discussed about 'early intervention', identification and providing effective early support to children and young adults who are at risk of poor outcomes.



Lamp lighting by Dr. Ram Kailash Gupta Chairman, Tecnia Group of Institutions along with Dr. Anjali Shokeen, Associate Professor(DU) and Prof. Anupama M. Hasija from Shaheed Bhagat Singh College.

Dr. Anjali Shokeen in her address talked about 'Mental Health'. The mental health includes our emotional, psychological and social well-being. She elaborated that it affects the way think, feel and act. Certain genes may increase your risk of developing mental illness, and your life situation



Welcome Address by Ms. Sanjana Mittal, Dy Director, AIRSR

may trigger it. Environmental exposures before birth. Exposure to environmental stressors, inflammatory conditions, toxins, alcohol or drugs while in the womb can sometimes be linked to mental disorder.

Prof.(Dr.) Bharti Sharma (Faculty of Education, Jamia Milia Islamia) quoted that **DISABILITY IS NOT INABILITY BECAUSE THEY HAVE DIFFERENT ABILITY**. She talked about Identifying community resources and support networks that can provide additional assistance and guidance for managing behavior issues in children with disabilities. Ms. Mandeep Kaur Psychologist presented her paper on “Behavior Intervention Plans (BIPs)”. BIP refers to Developing individualized BIPs tailored to the child's needs, focusing on positive reinforcement, coping strategies, and behavior modification techniques.

Ms. Neha Gupta presented her paper on “Collaboration with Professionals”. She elaborated the tips for collaborating with teachers, therapists, and other professionals involved in the child's care to develop a cohesive approach to behavior management across settings. Ms. Virender Kumar presented paper on “Understanding the Disability”. He discussed the techniques to identify the specific disability or disabilities present in the child, including its characteristics, challenges, and potential impacts on behavior.

Ms. Anjali presented her paper on “Environmental Modifications” Strategies for creating an environment at home that supports



Ms. Anjali presenting her paper



Mr. Sandesh Kapoor presenting his paper

positive behavior and minimizes potential stressors or triggers. She explained modifying the environment, parents and caregivers can create a supportive setting that helps children with disabilities thrive. Mr. Sandesh Kapoor: highlighted those factors Contributing to “Behavioral Issues”. He told Environmental modifications are adjustments made to the physical or social environment to better support children with disabilities and manage behavior issues. Tailoring the environment to meet a child's unique needs can lead to significant improvements in behavior and overall quality of life.





Community Based Rehabilitation



Community Based Rehabilitation Activity at Haiderpur Village

As part of the practical training and outreach component of the D.Ed. Special Education (Intellectual and Developmental Disabilities) programme, a Community-Based Rehabilitation (CBR) activity was organized at Haiderpur Village. The visit was undertaken by a team comprising of faculty members and first-year D.Ed. Spl. Edu. (IDD) students. The primary objectives of the activity were to sensitize students to the socio-cultural and economic realities of individuals with disabilities in rural areas. Identify persons with intellectual and developmental disabilities (IDD) in the community.



Community Based Rehabilitation Activity at Pitampura and Wazirpur

Students of D.Ed. Special Education (ID) programme visited Pitampura and Wazirpur as a part of Community-Based Rehabilitation (CBR) activity. This CBR programme focused on engaging community members to support people with disabilities and their families. It typically outlines the steps for identifying needs, planning interventions, and implementing programs within a community.





Field Visit to National Association for the Blind (NAB)

On 04 October 2024 students of D.Ed. Spl. Edu (MD) from Ashtavakra Institute of Rehabilitation Sciences and Research visited National Association for the Blind, R.K. Puram Sector-5 Delhi as part of an educational outreach program. The visit aimed to increase awareness, empathy, and understanding of the needs, strengths, and challenges faced by children with special needs.

On arrival, students were warmly welcomed by the Project Coordinator of the school Mrs. Nandita Saran. They were given an introductory session explaining the school's mission, the types of disabilities the children have (such as cerebral palsy, Down syndrome, Deafblindness and Visually Impairment disabilities), and the specialized support provided in terms of education, therapy, and personal development.

During the visit, students had the opportunity to interact with both the students and the teachers. Students keenly observed various classrooms and witnessed how teaching is adapted to suit individual learning abilities. The use of tools like visual aids, speech therapy equipment, sensory rooms, and Vocational room and physical therapy sessions were particularly enlightening.

One of the most memorable parts of the visit was participating in an art and craft session with the children. Their creativity, joy, and resilience left a lasting impression. This visit was not only educational but also deeply moving. It helped in developing a greater sense of compassion and responsibility toward making society more inclusive for everyone.

Educational Visit to NIEPID, Noida

The Department of Intellectual Disability (ID) organized an enriching educational visit to the National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Regional Centre, Noida. The visit included active participation from both first-year and second-year students of the B.Ed. Special Education (Intellectual Disability) programme.

intellectual disabilities. Students had the opportunity to interact with professionals working in the field, observe therapeutic sessions, and understand the diverse range of services offered by NIEPID, including early intervention, vocational training, and special education support.



The primary objective of the visit was to provide students with practical exposure to the functioning of a national-level institution dedicated to the rehabilitation, training, and empowerment of individuals with





Educational Visit to Amar Jyoti School

Students of Ashtavakra Institute of Rehabilitation Sciences and Research visited skill development centers of Amar Jyoti School where students are trained in activities like computer learning, art and craft, stitching, music, and even physiotherapy. It was truly inspiring to see how much focus is given not just on academics but also on vocational training. Since it to be happened to be Indian Sign Language Day they also visited their Dr. Bheem Rao Ambedkar Bhavan New Delhi. ISL, is the primary language of communication for many members of the Deaf community in India. Did you know that India is home to over 18 million people who are Deaf or hard of hearing? ISL gives them a voice — a beautiful, visual language that deserves recognition, support, and promotion."



Educational Visit to Khushboo Welfare Society, Gurugram

The Department of Intellectual Disability organized an enriching educational visit to Khushboo Welfare Society, Gurugram for the students of B.Ed. Special Education (Intellectual Disability), both 1st and 2nd year, as part of their practical exposure and professional development. Khushboo Welfare Society shared

valuable insights into individualized education programs (IEPs), behavior management techniques, and family counseling services. The students were deeply inspired by the commitment and innovative practices adopted by the institution.



UNITED NATIONS

INTERNATIONAL Yoga Day 21st June

International Yoga Day is celebrated every year on 21st June to raise awareness about the importance of yoga in our daily lives. Yoga is an ancient Indian practice that promotes physical health, mental peace, and spiritual growth through postures, breathing exercises, and meditation. The day was proposed by Prime Minister Narendra Modi and was officially recognized by the United Nations in 2014. Since then, people all over the world have been celebrating this day by participating in yoga sessions and spreading the message of healthy living. The day also highlights the benefits of yoga in reducing stress, improving concentration, and leading a balanced lifestyle. International Yoga Day encourages everyone, regardless of age or background, to make yoga a part of their routine for overall well-being.



Farewell

Batch of 2022-24



EXPERTS

Galaxy of Expert Academicians



Experts lectures are expected to provide students with valuable knowledge, insights, and real-world experiences beyond the classroom learning. The speaker shares expertise in their field, highlight current trends, and connect theoretical concepts with practical applications. Students look forward to gaining inspiration, career guidance, and a broader perspective on the subject. A guest lecture also encourage interaction, allowing participants to ask questions and engage in meaningful discussions. Overall, it is to enrich learning, motivate students, and create a bridge between academics and professional life.



Dr. H.L. Nagaraja Murthy

Former Dean
Rukmani Devi Institute of
Advanced Studies



Dr. J. Das

Psychiatrist
Healthy Minds



Dr Shashi Bhushan

Consultant Psychiatrist
Maharaja Agrasain Hospital
and Saroj Hospital



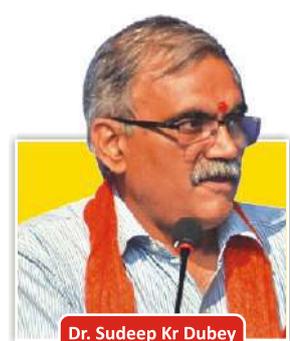
Dr Nishi Phogat

Master Trainer, Education
Consultant, Researcher,
Academic Reviewer



Prof. Dr. Yamini Agarwal

Director
Bharti Vidyapeth
Paschim Vihar, Delhi



Dr. Sudeep Kr Dubey

Course Director
(DDMC, BRA, DU)



Mr. Sultan

Research Scholar
University of Udaipur



Dr. Kalyani

Speech and Hearing Specialist
Delhi



Dr. Gagandeep Kaur

Assistant Professor
Bharti Vidyapeth
Paschim Vihar, Delhi



Dr. Alka Singh

Research & Evaluation Officer
NIOS, Delhi



Dr Gunjan Attri

Principal
The Divine Mother
International School



Dr. Bharath Narayan

Academic Consultant
National Council for
Teacher Education



Ms. Mandeep Kaur

Rehabilitation Psychologist
TATA 1 mg and Psychline



Dr. Geeta Thakur

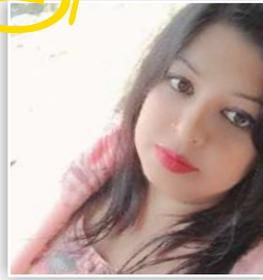
Dean and Professor
Manav Rachna University

OUR STAR ALUMNI *Speak*



ADITYA GUPTA

As a proud alumna of Ashtavakra Institute of Rehabilitation Sciences And Research (D.Ed. Spl Ed) 2012–14 and B.Ed. Spl Ed 2019–21), I would like to express my deepest gratitude to the institute for playing a transformative role in my journey as a special educator. AIRSR provided me with academic knowledge, along with invaluable practical experience and professional guidance that have shaped my teaching philosophy. I am now working at Step by Step School



PREETI GOYAL

As an alumna of the B.Ed (2017-2019) batch at Ashtavakra Institute of Rehabilitation Sciences and Research, I am proud to reflect on my journey and the profound impact the institute has had on my professional and personal development. Today, as an Assistant Professor at AIRSR, I am grateful to the institute for nurturing my aspirations and equipping me to contribute meaningfully to the field of special education and rehabilitation.



SHIKHA RAWAT

Hello, I am Shikha Rawat, a former student of Ashtavakra Institute, from the B.Ed. Special Education (HI Dept.) 2018-20 batch. I am currently working as a TGT Special Educator at Govt. Lady Noyce Sr. Sec. Special School for the Hearing Impaired, Delhi Gate. With over two years in the field, the journey has been deeply rewarding and full of learning. I am grateful to be part of a profession that allows me to make a meaningful difference every day.



RUPANSHI AHUJA

From conducting regular seminars & interactive conferences AIRSR has helped me build my interpersonal and communication skills, Thank you AIRSR. I have also done collaborations with AIIMS Delhi, Fortis Hospital Gurugram. Presently working at Max Hospital Shalimar Bagh.



PREETI

I completed my B.Ed. from AIRSR College. Currently, I am working as a lecturer D.Ed. Spl. Ed. (ID) at the Institute of Rehabilitation, Sahibabad, Ghaziabad. I feel very happy and grateful because I was taught so well. Thank you for empowering me to become a compassionate and capable teacher.



MALVIKA TIWARI

I am Malvika Tiwari alumni of Ashtavakra Institute of Rehabilitation Sciences and Research. This institute has providing me a lot of opportunity for my career enhancement. After getting the qualification presently I am working at Sanskriti school, Chanakypuri as a Special Educator.



SAKSHI

The institute has helped me grow both personally and professionally with its supportive faculty, practical exposure, and inclusive learning environment. Employed at Higashi Autism School



RESHMA S. KUMAR

AIRSR provided me a nurturing environment with dedicated faculty, hands-on learning experiences, and strong professional guidance—for me it proved to be an excellent place for aspiring rehabilitation professionals. Employed at Billabong International School



NITI

After passing out from Ashtavakra, I had the opportunity to join Air Force School, and it has been a truly enriching experience. A place that shaped my values, discipline, and perspective. At Ashtavakra, I learned the importance of empathy, inclusivity, and resilience, which have all played a key role in how I approach my work and interactions.

33 Gold Medalists: Our Academic Excellence

Guru Gobind Singh Indraprastha University



DIVYA NAYYAR
Batch 2013-2014



CHANDNI
B.Ed.SE (HI)
Batch 2016-18



PRIYA GUPTA
B.Ed.SE (ID)
Batch 2019-2021



ANJALI SINGH
B.Ed.SE (ID)
Batch 2021-2023



POOJA BHASIN
B.Ed.SE (VI)
Batch 2021-23



NITI
B.Ed.SE (HI)
Batch 2022-24



MAHIMA ARORA
B.Ed HI
Batch 2013-14



MANISHA ANOTRE
B.Ed.SE (ID)
Batch 2017-2019



VAISHALI SHARMA
B.Ed.SE (HI)
Batch 2019-21



PRIYA
B.Ed.SE (ID)
Batch 2021-2023



MUSKAN
B.Ed.SE (ID)
Batch 2022-2024



ANJALI
B.Ed.SE (ID)
Batch 2023-25



PARUL TYAGI
B.Ed.SE (ID)
Batch 2014-2015



ANURADHA
B.Ed.SE (HI)
Batch 2017-19



AYUSHI KANDARI
B.Ed.SE(ASD)
Batch 2019-21



MALVIKA TIWARI
B.Ed HI
Batch 2021-23



ASHA BAIRWA
B.Ed.SE(ASD)
Batch 2022-24



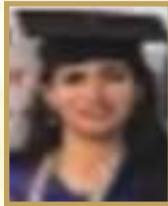
MANSHI GUPTA
B.Ed.SE(ASD)
Batch 2023-25



SHILPA JHARIA
B.Ed HI
Batch 2014-15



KOMAL DUA
B.Ed. SE ASD
Batch 2017-19



MUSKAN RANA
B.Ed.SE (ID)
Batch 2020-2022



KIRTI
B.Ed.SE(ASD)
Batch 2021-23



VARSHA
B.Ed.SE (LD)
Batch 2022-24



AKANSHA SHARMA
B.Ed.SE (LD)
Batch 2023-25



PRIYANKA JAIN
B.Ed.SE (ID)
Batch 2016-2018



RITIKA RIKHI
B.Ed.SE (HI)
Batch 2018-20



KOMAL SHARMA
B.Ed.SE (HI)
Batch 2020-22



SNEHA DABRAL
B.Ed.SE (LD)
Batch 2021-23



AMARDEEP KR ARYA
B.Ed.SE (VI)
Batch 2022-24



APPURVA KAKKAR
B.Ed.SE (VI)
Batch 2023-25



POOJA VISHVKARMA
B.Ed. SE ASD
Batch 2016-18



MAMATA
B.Ed.SE(ASD)
Batch 2018-20



MANISHA TIWARI
B.Ed.SE(ASD)
Batch 2020-22

*“From lecture halls to laurel
- an odyssey of excellence”*

“Education is the manifestation of
the perfection already in man”

Swami Vivekananda





Student Welfare Committee



Ms. Geeta Bhutani
Principal , AIRSR
Nodal Officer

Introduction

A Student Welfare Committee (SWC) in an educational institution is a body responsible for promoting the overall well-being of students, acting as an interface between the administration and the student body to address and solve student issues, and fostering a positive learning environment.

Vision of Student Welfare Committee

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. Create an environment where every student can voice out their concern or need.

Mission of Student Welfare Committee

The primary mission of a student welfare committee is to ensure the overall well-being and success of students, focusing on their academic, personal, and social development, while also addressing their needs and grievances.



Scholarship Committee

The Institute's Scholarship Committee is committed to recognizing and supporting students who demonstrate exceptional academic achievement, leadership potential, and a dedication to community service. Through a rigorous and equitable selection process, the committee carefully reviews each application to identify individuals. This scholarship program reflects our ongoing dedication to fostering excellence, inclusivity, and opportunity for all.



Mr. Harish Kumar
Nodal Officer
Scholarship Committee



CODE OF PROFESSIONAL ETHICS & RESPONSIBILITIES

Code of Professional Ethics & Responsibilities of (Teaching Staff)
Excerpts from GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY Act 9 of 1998 [Act, Statutes & Ordinances (amended up to 30th June 2012)], New Delhi; ORDINANCE 32 of: CODE OF PROFESSIONAL ETHICS and RESPONSIBILITIES OF TEACHING STAFF).

Clause : 2. TEACHERS AND THEIR RESPONSIBILITIES

2.1 Whosoever adopts teaching as a profession assumes the obligation to conduct himself/ herself in accordance with the ideals of the teaching profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practices. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- Adhere to a responsible pattern of conduct, behavior and demeanor expected of them by the community;
- Manage their private affairs in a manner consistent with the dignity of the profession;
- Seek to make professional growth continuous through study, research, Consultancy, industrial Liaoning's and the use of networking;
- Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- Maintain active membership of professional organizations and strive to improve standards of education to achieve excellence through knowledge generation and dissemination of the latest techniques in the class;
- Perform their duties in the form of teaching, tutorial, practical, academic and seminar work conscientiously and with complete dedication to develop expertise in their domain;
- Co-operate and assist in carrying out functions relating to the educational responsibilities of the Institute such as: assisting in appraising applications for admission, advising and counseling students as well as assisting in the conduct of Institute examinations, including supervision, invigilation & evaluation; and
- Participate in extension, co-curricular and extracurricular activities including community service to encourage teamwork.
- Strive to bring transparency and equity in his day to day work and generate knowledge to achieve excellence in the field of research.
- Disseminate thought provoking knowledge to encourage students for development of innovative research work.

Clause: 3.0 TEACHERS AND THE STUDENTS

Teachers should:

- Respect the right and dignity of the students in expressing their opinion;
- Deal justly, fairly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics to reflect transparency and equity;
- Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;
- Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- Inculcate among students scientific outlook and temperament and respect for physical labour and ideals of democracy, patriotism, peace and improvement of environment;
- Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason whatsoever;
- Pay attention to only the attainment of the student in the assessment of merit;
- Make themselves available to the students willingly even beyond their class hours and help and guide students without any remuneration or reward;
- Aid students to develop an understanding of national heritage and national goals; and
- Refrain from inciting students against other students, colleagues or administration or any authority.

Clause: 7.0 TEACHERS AND GUARDIANS:

Teachers should:

- Try to maintain contact with the guardians of their students to keep them informed of the state of their ward's academic pursuits, their general conduct or behaviour and interest in cultural and other co-curricular activities etc.

Clause: 8.0 GENERAL

- Every teacher shall at all times maintain absolute integrity and devotion to duty, and also be strictly honest and impartial in all its official dealings.
- Every teacher should at all times be courteous in his dealings with members of public and prompt in his official dealings.
- Unless otherwise stated specifically in the terms of appointment, every teacher is a whole time teacher of the Institute, and may be called upon to perform such duties as may be assigned to him by the Competent Authority, beyond scheduled working hours and on closed holidays. These duties inter-alia shall include attendance at meetings of Committees to which he may be appointed by the Institute.
- Every teacher shall do nothing which is unbecoming of a teacher of the Institute.
- No teacher shall indulge in acts of sexual harassment of any person at his/her work place.
- Every teacher shall observe the scheduled hours of working during which he must be present at the place of his duty.

- Except for valid reason and/ or unforeseen contingencies, no teacher shall be absent from duty without prior permission.

Aggrieved students their parents and others may approach the Head, Students' Grievance Redressal Committee, AIRSR. Details about Institute's Online Students' Grievance Portal :-

Name of the Portal :- Grievance Redressal Committee

Website :- <https://ashtavakra.in/>

Link :- <https://ashtavakra.in/grievance-redressal-committee/>



In pursuance to the directions of the Hon'ble Delhi High Court dated 17.05.2019 in WP (Crl.) 793/2017; Guru Gobind Singh Indraprastha University under clause 3(ii) (d) of Statute 24 issues directions vide letter no. GGSIPU/2019-20/Legal/1916 Dt. 23.05.2019.

Institute in compliance of notice vide letter ref. no. GGSIPU/2017-18/1039/Legal Dt.18.07.2017 on the subject: Advisory under Clause 3(ii) (d) of Statute 24 of the GGSIP University. Institute in compliance of same notified as under and necessary action forthwith :-

- The teachers and authorities of the Institution should maintain cordial, warm and confidence building relationship with the students in terms of Ordinance No. 32 of the Guru Gobind Singh Indraprastha University Act No. 09 of 1 998. The Institution may also keep watch on such teachers and members of administration who are unable to build up such cordial and respectful relationship with students and appropriate remedial measures in the nature of counseling and short term training may be advised.
- Every letter/representation/e-mail in the nature of appeal by students should be attended with reformatory approach and sympathetic consideration. The Institute should inform the parents of the students by writing the letter intimating the shortage of attendance, which should be sent by speed post registered post. The parent's may also be informed by e-mail or telephonically about such cases.
- Institution officials should be absolutely transparent in taking the decision on detention of students so as to avoid any suspicion of whimsical or selective action. The detention list should be displayed at least 10 working days before the commencement of the examination.
- Institute has constituted 'Students Grievance Redressal and Welfare Office' which is empowered to receive grievances from students, consider and address them within the framework of the prevailing rules and regulations with the perspectives of the welfare of the students. SGR Committee constituted at the Institute is notified and directed to regularly engage in welfare activities of the students, so as to gain the confidence of the students in its effectiveness and genuineness. Institution SGR Committee is federated with the Directorate of Students' Welfare of the University which may supervise and advise them, actively engage them and assist

them in redressing the grievances of the students from time to time.

- Any issue relating to arbitrary action, personal vendetta or personal grudges against students by any teacher / authority of the Institute should be earnestly looked into by 'Students Grievance Redressal and Welfare Office' and it should be brought to the notice of Director of the Institute. If the issues are not resolved at the level of institute, the student should be advised to approach the Grievance Redressal Mechanism at the director level of the Institute which shall act as the appellate mechanism.



अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च में हेलेन केलर दिवस मनाया गया रोहिणी (संवाददाता)।

आज अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च रोहिणी सेक्टर 14 दिल्ली में हेलेन केलर दिवस मनाया गया, जिसमें समस्त शिक्षकगण के साथ D.Ed/B.Ed विशेष शिक्षा के छात्र-छात्रा उपस्थित रहे, जिसमें श्रीमती संजना मित्तल (उपनिदेशक) AIRSW से बताया कि हेलेन केलर ने विश्व की सर्वप्रथम महिला थी जो वधिरांध होने के वजूद भी सर्वप्रथम

परास्नातक की डिग्री हासिल किया तथा श्रीमती सरस्वती शर्मा (Dean academic) ने बताया कि एक कामयाबी के पीछे शिक्षक और माता पिता का महत्वपूर्ण भूमिका होती है। इस महत्वपूर्ण अवसर पर हरीश कुमार और संदीप उपाध्याय भी शामिल थे। डॉ. राम कैलाश गुप्ता टैक्नियोलॉजी युग ऑफ इंस्टीट्यूट्स के प्रबंधक जी ने सभी को शुभकामनाएं प्रदान की।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च ने तीन दिवसीय अंतर्राष्ट्रीय सी.आर.ई प्रोग्राम का किया शुभारम्भ

रोहिणी (संवाददाता)।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च ने तीन दिवसीय अंतर्राष्ट्रीय सी.आर.ई प्रोग्राम का शुभारम्भ किया, जिसमें पहले ही दिन विभिन्न गणनात्मक अभिव्यक्ति और प्रतिभागियों ने अपनी उपस्थिति दर्ज की। इस कार्यक्रम में मुख्य अतिथि श्री राजेश अग्रवाल जी डिप्टी डायरेक्टर विकलांग मंत्रालय दिल्ली, उपस्थित हुए।



महर् इंटरनेशनल विद्यालय, डॉ. संगीता अस्तिटूट प्रॉफेसर प्रयागराज यूनिवर्सिटी, डॉ. निशा फोगट शैक्षणिक सलाहकार और डॉ. सौरभ मलहोत्रा शैक्षणिक नुस्कारण पब्लिक स्कूल जैसे प्रमुख व्यक्तियों ने भाग लिया। कार्यक्रम के दौरान सांस्कृतिक

के लिए काम करागइस विषय पर चर्चा की गई, जिसमें यह बात प्रमुख रूप से सामने आई कि विकलांग व्यक्तियों को गरिमा और सम्मान के साथ जीने और कामाने का अवसर देना आवश्यक है। इस आयोजन में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को उप निदेशक श्रीमती संजना मित्तल ने दिव्यांगजन से संबंधित विभिन्न योजनाओं और स्कूलों का भी उल्लेख किया, जिनका उद्देश्य विकलांग व्यक्तियों को जीवन स्तर को सुधारना है। यह कार्यक्रम दिव्यांगजन के प्रति सम्मान को मोड़ने में सकारात्मक परिवर्तन लाने और उन्हें सशक्त बनाने के उद्देश्य से आयोजित किया गया था।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च में दीपावली पर्व के उपलक्ष्य में पूजन कार्यक्रम का आयोजन

रोहिणी (संवाददाता)।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च में दीपावली पर्व के उपलक्ष्य में पूजन कार्यक्रम का आयोजन किया गया। इस शुभ अवसर पर संस्थान के सभी शिक्षकों और कर्मचारियों ने मिलकर मां लक्ष्मी और भगवान गणेश की पूजा-अर्चना की। दीप प्रज्वलन के साथ कार्यक्रम की शुरुआत हुई, जिसमें सभी ने दीपों को चालू करने का अभिप्राय व्यक्त किया।



विद्यार्थियों और सहकार्यकर्ता की भी अर्चना का प्रतीक भी है। उन्होंने सभी को दीपावली की शुभकामनाएं दीं।

और सभी को ज्ञान के मार्ग पर आगे बढ़ने के लिए प्रेरित किया।

आयोजन किया गया, जिसमें सभी ने मिलकर इस त्योहार की खुशियों को साझा किया।



अंतर्राष्ट्रीय दिव्यांग दिवस पर अष्टावक्र रत्न का आयोजन

नई दिल्ली (सं.)। अष्टावक्र पुनर्वास विज्ञान एवं अनुसंधान संस्थान, रोहिणी, नई दिल्ली के द्वारा पिछले वर्षों की भांति इस वर्ष भी इयूटी डायरेक्टर संजना मित्तल के मार्गदर्शन में विश्व स्वास्थ्य संगठन के अनुमान के अनुसार विश्व स्तर पर 15 प्रतिशत आबादी विकलांगता के साथ रहती है। जबकि 80 प्रतिशत से अधिक लोग निम्न और मध्यम आय वाले देशों में रहते हैं। गुरु शरणम् के राष्ट्रीय अध्यक्ष डॉ. धर्मपाल भास्कर ने बताया कि संयुक्त राष्ट्र महासभा द्वारा 1992 में हर वर्ष 3 दिसम्बर को अंतर्राष्ट्रीय विकलांग दिवस के रूप में मनाने की घोषणा की गयी। इसका उद्देश्य समाज के सभी क्षेत्रों में दिव्यांग व्यक्तियों के अधिकारों को बढ़ावा देना और राजनीतिक, सामाजिक, आर्थिक और सांस्कृतिक जीवन में दिव्यांग लोगों के बारे में जागरूकता बढ़ाना है। डॉ. धर्मपाल भास्कर ने बताया कि गुरु शरणम् प्रतिवर्ष दिव्यांग जनों के लिए विशेष कार्य करने वाले व्यक्तियों और संस्थाओं को अष्टावक्र रत्न से सम्मानित करती है और इस पुरस्कार की प्रेरणा शिक्षाविद और समाजसेवी डॉ. रामकैलाश गुप्ता से मिली है। डॉ. भरत झा ने बताया कि आज विश्व दिव्यांगता दिवस टैक्नियोलॉजी ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च के सानिध्य में बमनाया गया जिसमें टैक्नियोलॉजी युग इंस्टीट्यूट्स के यशस्वी चेयरमैन डॉ. राम कैलाश गुप्ता और शिक्षाविद एवं समाजसेविका संस्था बिंदल के द्वारा दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्ज्वल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को बैग एवं जैकेट वितरित किए।



Persons with Disabilities - Amplifying the leadership of persons with disabilities for an inclusive, sustainable future.

गुरु शरणम् के राष्ट्रीय अध्यक्ष डॉ. धर्मपाल भास्कर ने बताया कि संयुक्त राष्ट्र महासभा द्वारा 1992 में हर वर्ष 3 दिसम्बर को अंतर्राष्ट्रीय विकलांग दिवस के रूप में मनाने की घोषणा की गयी। इसका उद्देश्य समाज के सभी क्षेत्रों में दिव्यांग व्यक्तियों के अधिकारों को बढ़ावा देना और राजनीतिक, सामाजिक, आर्थिक और सांस्कृतिक जीवन में दिव्यांग लोगों के बारे में जागरूकता बढ़ाना है। डॉ. धर्मपाल भास्कर ने बताया कि गुरु शरणम् प्रतिवर्ष दिव्यांग जनों के लिए विशेष कार्य करने वाले व्यक्तियों और संस्थाओं को अष्टावक्र रत्न से सम्मानित करती है और इस पुरस्कार की प्रेरणा शिक्षाविद और समाजसेवी डॉ. रामकैलाश गुप्ता से मिली है। डॉ. भरत झा ने बताया कि आज विश्व दिव्यांगता दिवस टैक्नियोलॉजी ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च के सानिध्य में बमनाया गया जिसमें टैक्नियोलॉजी युग इंस्टीट्यूट्स के यशस्वी चेयरमैन डॉ. राम कैलाश गुप्ता और शिक्षाविद एवं समाजसेविका संस्था बिंदल के द्वारा दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्ज्वल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को बैग एवं जैकेट वितरित किए।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च दिल्ली में विश्व ऑटिज्म जागरूकता दिवस का आयोजन

नई दिल्ली (संवाददाता)।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च, नई दिल्ली में विश्व ऑटिज्म जागरूकता दिवस बड़े उत्साह के साथ मनाया गया। इस कार्यक्रम का आयोजन अष्टावक्र इंस्टीट्यूट की को उप निदेशक श्रीमती संजना मित्तल के निदेश और संदीप तिवारी (सहायक प्रोफेसर, एएसडी विभाग) के मार्गदर्शन में हुआ।



इस अवसर पर संस्थान की एएसडी विभाग की सहायक प्रोफेसर प्रीति गोपाल तथा आईटी विभाग के सहायक प्रोफेसर तरण पतवर्ती भी उपस्थित रहे। छात्रों ने नुकड़ नाटक के माध्यम से किया जागरूकता प्रसार-बी.एड. विशेष शिक्षा (एएसडी) और डी.एड. विशेष शिक्षा (आई.डी.डी.) के शिक्षार्थियों छ नौ, निशा, निवी, हर्षिता, चरिका, परा, अर्चना, रूपल और मानवी-ने नुकड़ नाटक प्रस्तुत कर समाज में ऑटिज्म स्पेक्ट्रम डिसऑर्डर (ASD) के प्रति जागरूकता फैलाने का प्रयास किया। नाटक में ऑटिज्म से जुड़े मिथकों को तोड़ने, समझौती शिक्षा के महत्व और विशेष जरूरतों वाले बच्चों की क्षमताओं को उजागर करने पर विशेष ध्यान दिया गया। कार्यक्रम के दौरान, विद्यार्थियों ने ऑटिज्म से प्रभावित बच्चों के साथ एक अलग तरीका है। यह संचार, सामाजिक संपर्क और व्यवहार को अनोखे तरीकों से प्रभावित करता है, लेकिन यह व्यक्तियों को संभावनाओं को सीमित नहीं करता। सही समर्थन, समझ और अवसर मिलने पर, ऑटिज्म से ग्रस्त व्यक्ति सफल हो सकते हैं, सार्विक योगदान दे सकते हैं और एक पूर्ण व संतोषजनक जीवन जी सकते हैं।

इस अवसर पर संस्थान की एएसडी विभाग की सहायक प्रोफेसर प्रीति गोपाल तथा आईटी विभाग के सहायक प्रोफेसर तरण पतवर्ती भी उपस्थित रहे। छात्रों ने नुकड़ नाटक के माध्यम से किया जागरूकता प्रसार-बी.एड. विशेष शिक्षा (एएसडी) और डी.एड. विशेष शिक्षा (आई.डी.डी.) के शिक्षार्थियों छ नौ, निशा, निवी, हर्षिता, चरिका, परा, अर्चना, रूपल और मानवी-ने नुकड़ नाटक प्रस्तुत कर समाज में ऑटिज्म स्पेक्ट्रम डिसऑर्डर (ASD) के प्रति जागरूकता फैलाने का प्रयास किया। नाटक में ऑटिज्म से जुड़े मिथकों को तोड़ने, समझौती शिक्षा के महत्व और विशेष जरूरतों वाले बच्चों की क्षमताओं को उजागर करने पर विशेष ध्यान दिया गया। कार्यक्रम के दौरान, विद्यार्थियों ने ऑटिज्म से प्रभावित बच्चों के साथ

एक अलग तरीका है। यह संचार, सामाजिक संपर्क और व्यवहार को अनोखे तरीकों से प्रभावित करता है, लेकिन यह व्यक्तियों को संभावनाओं को सीमित नहीं करता। सही समर्थन, समझ और अवसर मिलने पर, ऑटिज्म से ग्रस्त व्यक्ति सफल हो सकते हैं, सार्विक योगदान दे सकते हैं और एक पूर्ण व संतोषजनक जीवन जी सकते हैं।

ऑटिज्म को उप निदेशक श्रीमती संजना मित्तल ने कहा ऑटिज्म कोई अक्षमता नहीं है, बल्कि यह एक अलग क्षमता है। ऑटिज्म से ग्रस्त लोग दुनिया को अनोखे तरीकों से देखते, सोचते और अनुभव करते हैं। कुछ में असाधारण

स्मरण शक्ति, अपनी पसंदीदा चीजों पर गहरी एकाग्रता या अद्भुत रचनात्मकता हो सकती है। वहाँ, कुछ को संचार या सामाजिक संबंधों में कठिनाईयाँ का सामना करना पड़ सकता है। लेकिन सबसे महत्वपूर्ण बात यह है कि हर व्यक्ति, चाहे वह किसी भी तरह अलग हो, समझे जाने, सम्मान पाने और समाज में शामिल किए जाने का हकदार है। और अंत में सभी को ध्यान दिया। इस आयोजन से न केवल छात्रों को व्यावहारिक अनुभव प्रदान किया बल्कि समाज में ऑटिज्म को बेहतर ढंग से समझने और स्वीकृति बढ़ाने की दिशा में एक प्रभावी प्रयास भी किया।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को मिला सराहनीय सम्मान

रोहिणी (संवाददाता)।

गुरु गोविंद सिंह इंटरप्रैक्स विश्वविद्यालय के रजत जयंती समारोह के स्थापना दिवस पर भव्य कार्यक्रम का आयोजन किया गया। इस विशेष अवसर पर विश्वविद्यालय के कुलाधिपति एवं उपराज्यपाल विजय कुमार सक्सेना, दिल्ली की मुख्यमंत्री श्रीमती आशीषी, मुख्य सचिव धर्मन कुमार और सचिव (उप शिक्षा) श्रीमती नंदिनी पारोखवार जैसे गणमान्य अतिथि शामिल हुए।



कार्यक्रम में शैक्षणिक और सांस्कृतिक आकर्षणों का प्रदर्शन किया गया, जिनमें शास्त्रीय नृत्य, विश्वविद्यालय की मंचा को दर्शाने वाली प्रदर्शनियाँ और कई कलाओं की भागीदारी शामिल थी। इसी कड़ी में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को सम्मानित करते हुए एमिल्वर बुकली डाक टिकट और एक स्मारक सिक्का भेंट किया गया।



रिहैबिलिटेशन साइंसेज एंड रिसर्च, रोहिणी सेक्टर-14, नई दिल्ली ने भी अपनी प्रदर्शनियों के माध्यम से प्रतिभाग किया। कार्यक्रम के दौरान अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को सम्मानित करते हुए एमिल्वर बुकली डाक टिकट और एक स्मारक सिक्का

भेंट किया गया। सम्मान प्राप्त करने पर अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को उपनिदेशक श्रीमती संजना मित्तल ने बख्श बख्श करते हुए कहा कि यह आयोजन 25 वर्षों की शैक्षणिक उत्कृष्टता, सामाजिक प्रभाव और नवाचार का प्रतीक है।

यह कार्यक्रम के लिए एक परिवर्तनकारी इतिहास को भी प्रेरित करता है। यह सम्मान न केवल अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च की उपलब्धियों को रेखांकित करता है, बल्कि समाज और शिक्षा क्षेत्र में इसके योगदान को भी स्वीकार करता है।



Ashtavakra Institute of Rehabilitation Sciences and Research

Approved by Rehabilitation Council of India, A statutory body under Ministry of Social Justice & Empowerment, Govt of India. Affiliated to Guru Gobind Singh Indraprastha University. AIRSR is a knowledge of powerhouse and a brand name in special education. Its mission is to graduate socially responsible future Special Educators with problem solving skills and a commitment to social development.

The Ashtavakra School

A name in the field of Special Education imparting Free Education to Specially Challenged children from Pre-Primary to class VIII. X and XII from NIOS, Ministry of HRD Govt. of India.

School is working with the mission to make its students build confidence in achieving innate Potential which enables them to become self reliant and shall gear them towards opportunities for a happy life.

Ashtavakra Vocational Institute

Approved by NIOS, Ministry of HRD, Govt of India).

The primary purpose of vocational training is to prepare individuals especially the youth in the age group o 15-25 years for the world of work and make them employable for a broad group of occupation. With this thought in mind Ashtavakra Vocational Institute opens up the path of employment for specially challenged.

Ashtavakra Rehabilitation Centre

Ashtavakra Rehabilitation Centre is a best in class therapeutic, diagnostic and rehabilitation centre with ultramodern diagnostic and interventional services.

- ENT OPD
- Paediatric OPD
- Hearing Assesment
- OAE
- Audiometry
- Tympanometry
- Speech Therapy
- BERA



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