Vol 6 2025

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PATRON
Dr. R.K. Gupta
Chairman, Tecnia Group of Institutions

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Ashtavakra Institute of Rehabilitation Sciences & Research

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APPROVALS & RECOGNITIONS
AFFILIATIONS

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

IQC UK

This is to certify that the quality management system of

ASHTAVAKRA 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 Compliant with requirement of:

ISO 9001:2015

(Quality Management Systems)

For the following Scope of Activities:

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

:: Certificate No : IQC/QMS4275931/23

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

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 Cert. and remains valid subject to satisfactory surveillance audits.

Authorised Signatory



"SWAIT ARCH"
"SWAIT KAMAL"

DATE 03/06/19

TO WHOM IT MAY CONCERN

This is to certify that building named Ashtavakra Institute of Rehabilitation Sciences and Research owned by Handicapped Women Welfare Association at PSP Institutional Area Madhuban Chowk Rohini,Delhi-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 Government allotment /permission and is possessing disabled friendly infrastructure.

Total built up area excluding basement is 2188.88 sq. mt.

Signature of Architect
Name of Architect: KANWAR SANJAY E-1871
Registration No:
Date:
Place:

Seal



AMIT NEGI (ENGINEER)
6, Varun Niketan,
Phitampura Delhi-
110034.
Phone +91-9711743105

S.No. AN135/22 Date. 21-12-2022

TO WHOM IT MAY CONCERN

This is to certify that the building of Ashtavakra 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 conforms 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

AMIT NEGI
STRUCTURAL ENGINEER

Disable Friendly Infra

Structural Safety



"SWAIT ARCH"
Architects,Engineers & Interior Designers
F-1041, Saraswati Vihar, Pitampura, Delhi- 110034
T:+011-27015227 E:info@swaitarch.com W:www.swaitarch.com

"SWAIT KAMAL"

DATE 28 May 22

TO WHOM IT MAY CONCERN

This is to certify that building named Ashtavakra Institute of Rehabilitation Sciences and Research by M/s Handicapped Women Welfare Association at S 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 arrangement for Health, Hygiene and Sanitation in line with Government allotment / permission/norms for the intended use of teaching and research and is fit for occupancy for the total constructed area and is ready in all aspect.

Signature of the Architect
Name of the Architect
Registration No.
Date :
Place:

Seal

"SWAIT ARCH"
Architects,Engineers & Interior Designers
E-1041, Saraswati Vihar, Pitampura, Delhi- 110034
T: 011-27015227 E: swaitarch@gmail.com W: http://swaitarch.in/

Water Harvesting Compliant

Occupancy Compliant



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

FIRE SAFETY CERTIFICATE

Fire Safety

Registration ID Card

fssai

Registration ID: 23324001000812
Valid Upto: 20-03-2027
Name: SEMMI AGNIHOTRI
Address: House no 147 1st floor pocket e6 sector 21, ROOTH MALAN, Rohini, North West , Delhi-110086
KOB: Distributor
Govt ID Card: N/A

Issuing Authority: North West Issued On: 21-03-2024

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FSSAI Compliant Canteen



Mr. Ramesh Kumar
Sr. Admin Officer

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



Advisory Board

1. **Dr. Suman Kumar**
   Director
   Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan), (AYINISHD) Mumbai

2. **Dr. Bharati Kaushik**
   Professor
   National Council of Educational Research and Training (NCERT).
   Sri Aurobindo Marg, New Delhi**1.**

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   Blind Relief Association
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   Near The Oberoi Hotel,
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   Consulted Psychologist at
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   Founder Director Mind Meadow.

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   Department of Social Welfare
   Govt. of NCT of Delhi

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   Chairman
   Sir Ganga Ram City Hospital
   New Delhi

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14. **Madhu Sudan Goyal**
    Chartered Accountant and Former President of Rotary Club

15. **Dr. Subodh Kumar**
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    Shree Guru Gobind Singh Tricentenary University Delhi

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    Assistant legal Advisor
    National Trust
    National Institute of Social Defense
    NISD Dwarka New Delhi.

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    Indira Gandhi National Open University, Maidan Garhi, New Delhi.

18. **Prof. S. S Mishra**
    Director
    Nehru Gram Bharati
    (Deemed to be University)
    Malviya Road, George Town,
    Prayagraj Uttar Pradesh.

19. **Prof. V.S Sharma**
    Professor
    Dr. Shakuntala Misra National Rehabilitation University,
    Mohaan Road, Lucknow.

20. **Mr. Pawan Rathi**
    Director
    Delhi Special School, Delhi.

21. **Dr. Gagandeep Kumar**
    Clinical Psychologist
    Director,
    Unique Psychological Society,
    Delhi

22. **Dr. Satyanarayan Nai**
    Dean of Special Education
    Shri Khushal Das University,
    Rajasthan.

23. **Dr. A.C Mishra**
    Prof & Dean
    Dr. Shakuntala Misra National Rehabilitation University
    Mohaan Road, Lucknow

24. **Dr. Kaushal Sharma**
    Dean of Special Education
    Dr. Shakuntala Misra National Rehabilitation University,
    Mohaan Road, Lucknow

25. **Prof. Rajani Ranjan Singh**
    Professor (Education Dept.)
    University of Delhi.

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    Delhi Gargi College/
    Miranda House
    Delhi.

27. **Dr. Suraj Kumar**
    Assistant professor
    (Special Education)
    Guru Gobind Singh Indraprastha University,
    Dwarka New Delhi.

28. **Dr. Sangeeta Chouhan**
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    Guru Gobind Singh Indraprastha University,
    Dwarka New Delhi

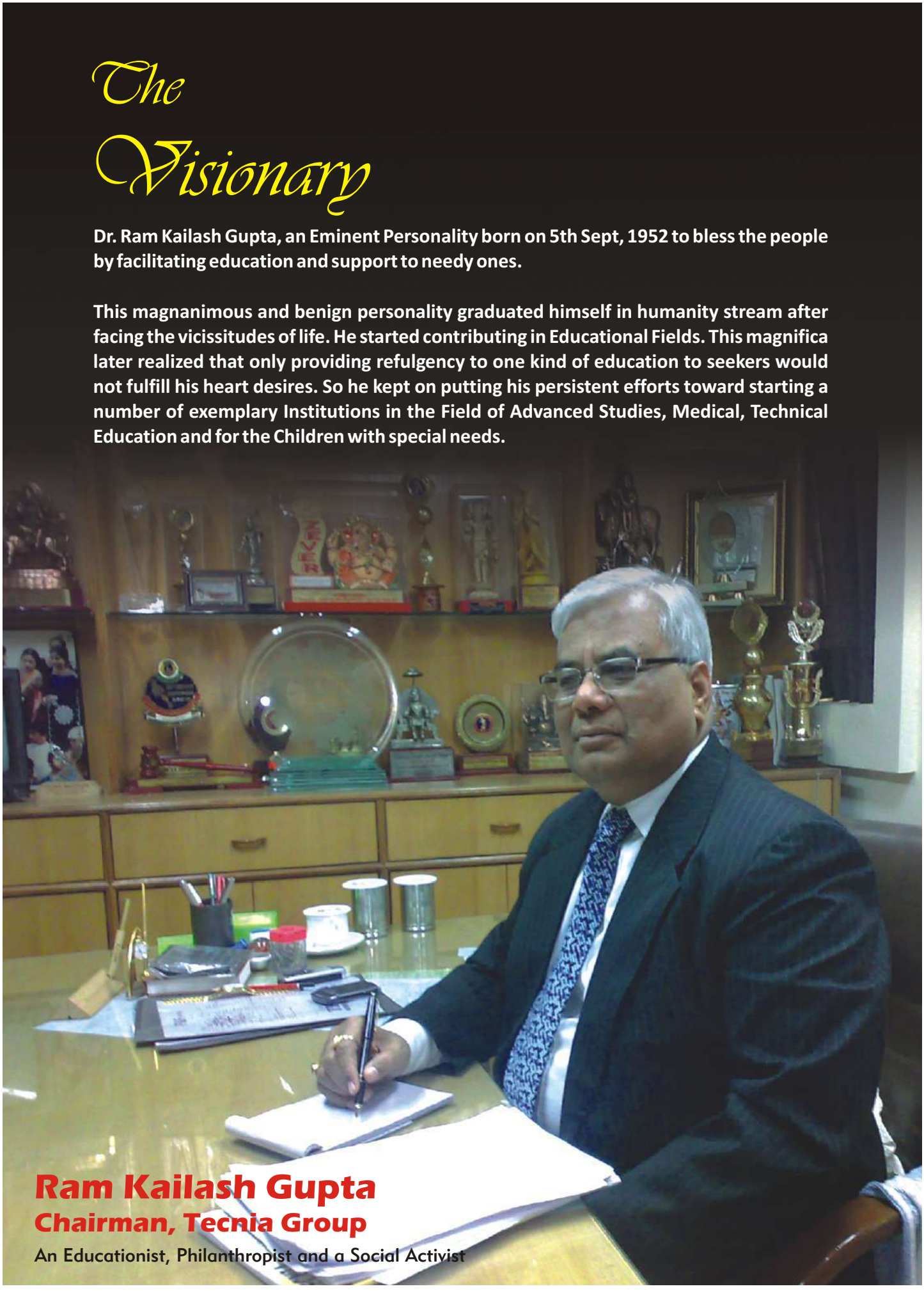
29. **Dr. Alka Singh**
    Research & Evaluation Officer
    National Institute of Open Schooling, Delhi

30. **Prof. Saroj**
    Dean of University School of Education (USG)
    GGSIPU, Delhi

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 tryst 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

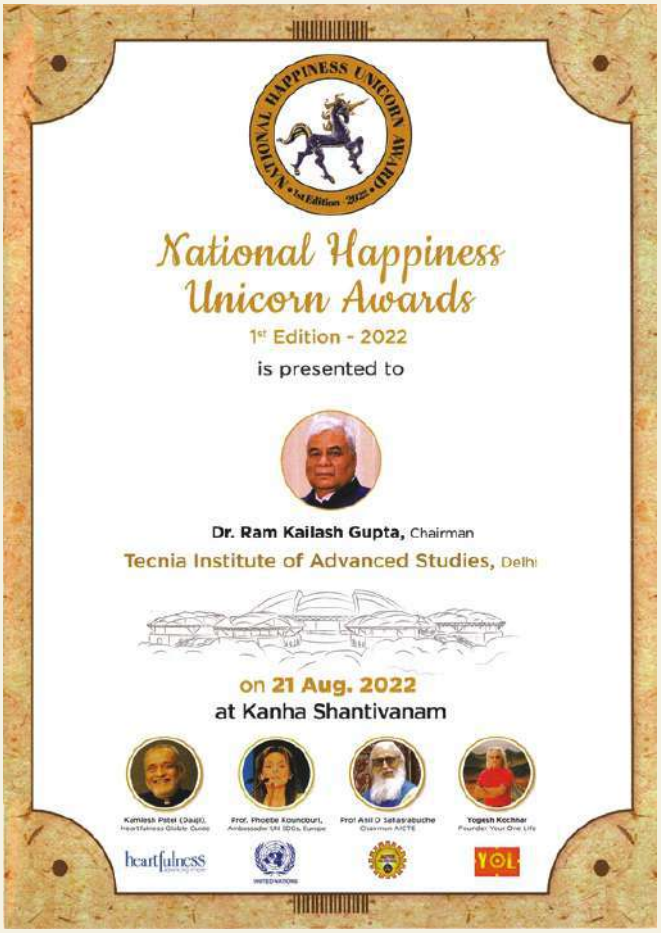
Chancellor

- 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 confored 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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E-mail: director@ashtavakra.in
Website : www.ashtavakra.in



Prof. (Dr.) Mahesh Verma
MDS, MBA, PhD, FDSRCS (Eng.),
FDSRCS (Edin) FDS RCPSG (Glas)
Vice Chancellor

Padma Shri Awardee
Dr. B. C. Roy Awardee

गुरू 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.

Maheshverma

Prof. (Dr.) Mahesh Verma

Guru Gobind Singh Indraprastha University
Sector - 16 C, Dwarka New Delhi - 110078
Tel: +91-11-25302104 25302105
Fax: +91-11-28035243
E-mail: vc@ipu.ac.in
drvermamahesh@gmail.com
Web : wwwipu.ac.in



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

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

The Department of Social Welfare
Government of NCT of Delhi

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)
Deptt. of Social Welfare, GNCTD

2025
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.



Ashtavakra Institute of Rehabilitation Sciences & Research (AIRSR)

- Embracing New Education Policy

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)

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 1000 books are available in the campus library. About 50 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 0f 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, offer technical guidance to Member-Libraries

- Circulation of Books
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- E-books & Resources
- New Book Arrivals
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Extensive Collection of Books

Total Books
5369
Total Journals
145
International 78
National 67



Ashtavakra Institute of Rehabilitation Sciences & Research



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Certificate of Membership

This certifies that

Ashtavakra Institute of Rehabilitation Sciences and Research, Delhi

has been admitted as an Institutional Member of

DELNET – Developing Library Network

and their bonafide Faculty, Students, Researchers, Scholars and Officials are entitled to all benefits and privileges of access to DELNET Resources and Services.

Membership Number *IM – 10997* has been granted this 23rd day of September 2024 and next renewal is due on September 22, 2025

Date of Issue: September 23, 2024

Dr. Sangeeta Kaul
Director
DELNET, New Delhi



Institutional Member of
DELNET
(Developing Librarary 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 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 a 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 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

S.NO	COURSE CODE	NAME OF THE PAPER	CREDITS	HOURS
		SEMESTER- 1		
1.	BEDSE100101	Human Growth & Development	4	60
2.	BEDSE100103	Contemporary India and Education	4	60
3.	BEDSE100105	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	30
4.	BEDSE100107	Introduction to Neuro Developmental Disabilities (LD, ID/MR,ASD)	2	30
5.	BEDSE100109	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	30
6.	BEDSE 125111	Assessment and Identification of Needs	4	60
7.	BEDSE125151	Practical: Cross Disability and Inclusion	2	60
		SEMESTER-2		
1.	BEDSE100102	Learning, Teaching and Assessment	4	60
2.	BEDSE100104/06/08	Mathematics/ Social Science/Science(Any One)	4	60
3.	BEDSE10011/112	English / Hindi (Any One)	4	60
4.	BEDSE100114	Inclusive Education	2	30
5.	BEDSE125116	Curriculum Designing, Adaptation and Evaluation	4	60
6.	BEDSE125152	Practical: Disability specialization	2	60
		SEMESTER-3		
1.	BEDSE125201	Educational Intervention and Teaching Strategies	4	60
2.	BEDSE125203	Technology and Disability	4	60
3.	BEDSE125205	Psycho Social and Family Issues	2	30
4.	BEDSE100207	Reading and Reflecting on Texts (EPC)	2	30
5.	BEDSE100209	Performing and visual Arts	2	30
6.	BEDSE125251	Practical: Disability Specialization	4	120
7.	BEDSE125253	Main disability special school (Related to Area C)	4	120
		SEMESTER-4		
1.	BEDSE100202	Guidance & Counselling	2	30
2.	BEDSE100226	Vocational Training, Transition and Job Placement	2	30
3.	BEDSE100228	Basic Research & Basic Statistic	2	30
4.	BEDSE125252	Practical: Cross Disability and Inclusion	4	120
5.	BEDSE125254	Other disability special school	4	120
6.	BEDSE125256	Inclusive school	4	120





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

S.NO	COURSE CODE	NAME OF THE PAPER	CREDITS	HOURS
		SEMESTER- 1		
1.	BEDSE100101	Human Growth & Development	4	60
2.	BEDSE100103	Contemporary India and Education	4	60
3.	BEDSE100105	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	30
4.	BEDSE100107	Introduction to Neuro Developmental Disabilities (LD, ID/MR,ASD)	2	30
5.	BEDSE100109	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	30
6.	BEDSE 123111	Assessment and Identification of Needs	4	60
7.	BEDSE123151	Practical: Cross Disability and Inclusion	2	60
		SEMESTER-2		
1.	BEDSE100102	Learning, Teaching and Assessment	4	60
2.	BEDSE100104/06/08	Mathematics/ Social Science/Science(Any One)	4	60
3.	BEDSE10011/112	English / Hindi (Any One)	4	60
4.	BEDSE100114	Inclusive Education	2	30
5.	BEDSE123116	Curriculum Designing, Adaptation and Evaluation	4	60
6.	BEDSE123152	Practical: Disability specialization	2	60
		SEMESTER-3		
1.	BEDSE123201	Educational Intervention and Teaching Strategies	4	60
2.	BEDSE123203	Technology and Disability	4	60
3.	BEDSE123205	Psycho Social and Family Issues	2	30
4.	BEDSE100207	Reading and Reflecting on Texts (EPC)	2	30
5.	BEDSE100209	Performing and visual Arts	2	30
6.	BEDSE123251	Practical: Disability Specialization	4	120
7.	BEDSE123253	Main disability special school (Related to Area C)	4	120
		SEMESTER-4		
1.	BEDSE100202	Guidance &Counselling	2	30
2.	BEDSE100226	Management of Learning Disability	2	30
3.	BEDSE100228	Basic Research & Basic Statistic	2	30
4.	BEDSE123252	Practical: Cross Disability and Inclusion	4	120
5.	BEDSE123254	Other disability special school	4	120
6.	BEDSE123256	Inclusive school	4	120



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

S.NO	COURSE CODE	NAME OF THE PAPER	CREDITS	HOURS
		SEMESTER- 1		
1.	BEDSE100101	Human Growth & Development	4	60
2.	BEDSE100103	Contemporary India and Education	4	60
3.	BEDSE100105	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	30
4.	BEDSE100107	Introduction to Neuro Developmental Disabilities (LD, ID/MR,ASD)	2	30
5.	BEDSE100109	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	30
6.	BEDSE 126111	Assessment and Identification of Needs	4	60
7.	BEDSE126151	Practical: Cross Disability and Inclusion	2	60
		SEMESTER-2		
1.	BEDSE100102	Learning, Teaching and Assessment	4	60
2.	BEDSE100104/06/08	Mathematics/ Social Science/Science(Any One)	4	60
3.	BEDSE10011/112	English / Hindi (Any One)	4	60
4.	BEDSE100114	Inclusive Education	2	30
5.	BEDSE121116	Curriculum Designing, Adaptation and Evaluation	4	60
6.	BEDSE126152	Practical: Disability specialization	2	60
		SEMESTER-3		
1.	BEDSE126201	Educational Intervention and Teaching Strategies	4	60
2.	BEDSE126203	Technology and education of the visually impaired	4	60
3.	BEDSE126205	Psycho Social and Family Issues	2	30
4.	BEDSE100207	Reading and Reflecting on Texts (EPC)	2	30
5.	BEDSE100209	Performing and visual Arts	2	30
6.	BEDSE126251	Practical: Disability Specialization	4	120
7.	BEDSE126253	Main disability special school (Related to Area C)	4	120
		SEMESTER-4		
1.	BEDSE100202	Guidance &Counselling	2	30
2.	BEDSE100218	Orientation and Mobility	2	30
3.	BEDSE100228	Basic Research & Basic Statistic	2	30
4.	BEDSE126252	Practical: Cross Disability and Inclusion	4	120
5.	BEDSE126254	Practical: Other disability special school	4	120
6.	BEDSE126256	Practical: Inclusive school	4	120



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

S.NO	COURSE CODE	NAME OF THE PAPER	CREDITS	HOURS
		SEMESTER- 1		
1.	BEDSE100101	Human Growth & Development	4	60
2.	BEDSE100103	Contemporary India and Education	4	60
3.	BEDSE100105	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	30
4.	BEDSE100107	Introduction to Neuro Developmental Disabilities (LD, ID/MR,ASD)	2	30
5.	BEDSE100109	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	30
6.	BEDSE124111	Assessment and Identification of Needs	4	60
7.	BEDSE124151	Practical: Cross Disability and Inclusion	2	60
		SEMESTER-2		
1.	BEDSE100102	Learning, Teaching and Assessment	4	60
2.	BEDSE100104/06/08	Mathematics/ Social Science/Science(Any One)	4	60
3.	BEDSE10011/112	English / Hindi (Any One)	4	60
4.	BEDSE100114	Inclusive Education	2	30
5.	BEDSE124116	Curriculum Designing, Adaptation and Evaluation	4	60
6.	BEDSE124152	Practical: Disability specialization	2	60
		SEMESTER-3		
1.	BEDSE124201	Teaching Approach and Strategies	4	60
2.	BEDSE124203	Technology and Disability	4	60
3.	BEDSE124205	Psycho Social and Family Issues	2	30
4.	BEDSE100207	Reading and Reflecting on Texts (EPC)	2	30
5.	BEDSE100209	Performing and visual Arts	2	30
6.	BEDSE124251	Practical: Disability Specialization	4	120
7.	BEDSE124253	Main disability special school (Related to Area C)	4	120
		SEMESTER-4		
1.	BEDSE100202	Applied Behavioural Analyses	2	30
2.	BEDSE100226	Vocational Training, Transition and Job Placement	2	30
3.	BEDSE100228	Basic Research & Basic Statistic	2	30
4.	BEDSE124252	Practical: Cross Disability and Inclusion	4	120
5.	BEDSE124254	Other disability special school	4	120
6.	BEDSE124256	Inclusive school	4	120





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

S.NO	COURSE CODE	NAME OF THE PAPER	CREDITS	HOURS
		SEMESTER- 1		
1.	BEDSE100101	Human Growth & Development	4	60
2.	BEDSE100103	Contemporary India and Education	4	60
3.	BEDSE100105	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	30
4.	BEDSE100107	Introduction to Neuro Developmental Disabilities (LD, ID/MR,ASD)	2	30
5.	BEDSE100109	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	30
6.	BEDSE122111	Assessment and Identification of Needs	4	60
7.	BEDSE122151	Practical: Cross Disability and Inclusion	2	60
		SEMESTER-2		
1.	BEDSE100102	Learning, Teaching and Assessment	4	60
2.	BEDSE100104/06/08	Mathematics/ Social Science/Science(Any One)	4	60
3.	BEDSE10011/112	English / Hindi (Any One)	4	60
4.	BEDSE100114	Inclusive Education	2	30
5.	BEDSE122116	Curriculum Designing, Adaptation and Evaluation	4	60
6.	BEDSE122152	Practical: Disability specialization	2	60
		SEMESTER-3		
1.	BEDSE122201	Educational Intervention and Teaching Strategies	4	60
2.	BEDSE122203	Technology and Disability	4	60
3.	BEDSE122205	Psycho Social and Family Issues	2	30
4.	BEDSE100207	Reading and Reflecting on Texts (EPC)	2	30
5.	BEDSE100209	Performing and visual Arts	2	30
6.	BEDSE122251	Practical: Disability Specialization	4	120
7.	BEDSE122253	Main disability special school (Related to Area C)	4	120
		SEMESTER-4		
1.	BEDSE100202	Guidance &Counselling	2	30
2.	BEDSE100218	Communication Options : Oralism	2	30
3.	BEDSE100228	Basic Research & Basic Statistic	2	30
4.	BEDSE122252	Practical: Cross Disability and Inclusion	4	120
5.	BEDSE122254	Practical: Other disability special school	4	120
6.	BEDSE122256	Practical: Inclusive school	4	120



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 you will 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 you with the best possible resources to succeed in your 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		

www.ashtavakra.in

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 School, a special school meant for serving differently abled. The foundation stone of this Institute was laid down by His Holy highness Sri Sri Ravi Shankar ji, (Founder-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 Institute is Shri R.K. Gupta, a well-known philanthropist and an ideal visionary. The Institute 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 child learns 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 child 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

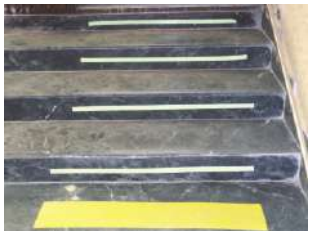
Ramp

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 Services









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 be 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, neurodevelopmental, congenital, and psychiatric concerns through a comprehensive range of services. Our multidisciplinary teamincluding clinical psychologists, counseling psychologists, occupational therapists, physiotherapists, and psychiatristsoffers 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

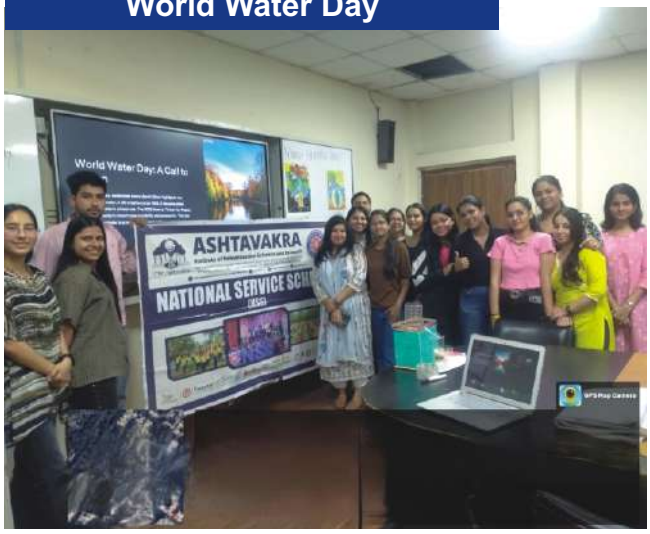




Civil Defence Mock Drill - Operation Shield



World Water Day



RED RIBBON Club



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



GLIMPSES OF RED RIBBON CLUB ACTIVITIES

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.

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



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

India, our motherland, is a land of extraordinary diversity. From the snow-clad Himalayas in the North to the golden sands of the Thar, from the green paddy fields of the East to the vibrant deserts of the West, every corner of India carries its own culture, tradition, and heritage. Yet, what binds us all together is the spirit of "Ek Bharat Shreshtha Bharat" – One India, Great India.This initiative, launched by the Government of India, emphasizes cultural exchange and mutual understanding among the states and union territories of our nation. It reminds us that despite differences in language, food, attire, or lifestyle, we are one people, one family, and one nation. The idea of "Ek Bharat Shreshtha Bharat" is rooted in the vision of unity in diversity, which has always been India's strength. By promoting interaction and sharing between different regions, we learn to appreciate each other's uniqueness and nurture mutual respect. For example, when students from one state learn the folk dance or cuisine of another, they carry home not just knowledge but also love and appreciation for their fellow citizens.







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.

Some other events organised by under this programme are





"Ek Bharat Shreshtha Bharat Quiz Competition"

The quiz Program on Ek Bharat Shrestha 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.



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.



CULTURAL CLUB

Enhancing Creativity and Self-Expression

Ms Mansa Verma
Assistant Professor
Incharge - Cultural Club

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 Actiity: 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



GGSIPU 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.





ECO CLUB

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
Welness Club

Wellness CLUB

The Welness 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







RESEARCH AND DEVELOPMENT CELL

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







CBR Activities

AIMS, Types and Government Schemes

Sandeep Upadhyay
Asst. Prof. VI Dept.
Incharge-CBR Activities



Introduction to CBR (Community-Based Rehabilitation)

Community-Based Rehabilitation (CBR) is a strategy for enhancing the quality of life for people with disabilities, promoting social inclusion, and empowering individuals through the involvement of the community. CBR aims to ensure that people with disabilities have access to all human rights, including education, healthcare, social inclusion, and employment, within their communities. CBR is based on the idea that local communities can play a vital role in supporting and rehabilitating individuals with disabilities, helping them to lead independent and dignified lives. It involves individuals, families, and the community as active participants in the rehabilitation process.

AIMS of CBR

The main aims of CBR include:

1. **Social Inclusion:** Ensuring people with disabilities are included in all aspects of social life, including education, employment, and cultural activities.
2. **Empowerment:** Empowering individuals with disabilities to take control of their lives and make decisions that affect them.
3. **Accessibility:** Ensuring that people with disabilities have equal access to services such as healthcare, education, and employment opportunities.
4. **Health and Well-being:** Improving health care services for people with disabilities, including both medical and rehabilitation services.
5. **Rights and Equality:** Promoting the rights of people with disabilities and ensuring they are treated equally and with dignity.
6. **Economic Participation:** Encouraging people with disabilities to be economically active through employment or self-employment.

Types of CBR Activities

CBR activities are often diverse and holistic, covering multiple aspects of rehabilitation and social integration. These can be classified into the following types:

1. **Health Care Activities:**
   - Physiotherapy, speech therapy, and occupational therapy.
   - Access to healthcare services for people with disabilities.
   - Provision of medical aids (e.g., wheelchairs, hearing aids).
2. **Education:**
   - Special education services.
   - Training for teachers to handle students with disabilities.
   - Support for inclusive education in regular schools.
3. **Social Inclusion:**
   - Awareness programs to reduce stigma and discrimination against people with disabilities.
   - Activities that promote social interaction and participation in community events.
   - Family support programs.
4. **Economic Development:**
   - Vocational training and employment support.
   - Self-employment schemes and business development for people with disabilities.
   - Micro-financing and entrepreneurship support.
5. **Legal Support and Advocacy:**
   - Legal assistance to ensure rights are upheld.
   - Awareness-building activities related to disability laws and rights.
6. **Community Mobilization and Awareness:**
   - Raising awareness about disabilities.
   - Training community members on how to support people with disabilities.
   - Building networks and partnerships to improve the quality of services available.





Accessible India Campaign

Accessible India - Empowered India

Department of Empowerment of Persons with Disabilities
Ministry of Social Justice & Empowerment

Government Schemes for CBR in India



Several government schemes in India support Community-Based Rehabilitation (CBR) activities for individuals with disabilities. These schemes are designed to promote inclusivity, provide necessary support, and ensure the well-being of people with disabilities in the community.

1. **Deendayal Disabled Rehabilitation Scheme (DDRS):**
   - o Provides financial assistance to NGOs working in the field of disability, including CBR programs.
   - o Focuses on providing rehabilitation services, vocational training, and education for people with disabilities.
2. **National Action Plan for Disability Inclusion (NAPDI):**
   - o A comprehensive action plan developed by the Ministry of Social Justice and Empowerment to promote the inclusion of people with disabilities in all aspects of life, including education, employment, and healthcare.
   - o It encourages community-based rehabilitation as a strategy to ensure full participation of people with disabilities.



3. **Pradhan Mantri Vaya Vandana Yojana (PMVVY):**
   - o A social security scheme for senior citizens (aged 60 and above) that provides an assured return on investment.
   - o While it's not directly related to disability, it ensures economic security for the elderly, including those with disabilities.
4. **Accessible India Campaign (Sugamya Bharat Abhiyan):**
   - o This campaign focuses on creating an accessible environment for people with disabilities, including physical access to buildings and digital access.
   - o It involves various CBR activities like awareness programs and capacity-building in the community.
5. **Scheme for Implementation of Persons with Disabilities Act (PWD Act):**
   - o Provides grants for the implementation of the rights of persons with disabilities.
   - o Ensures the availability of necessary resources for CBR activities, including educational support and vocational training.
6. **Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme:**
   - o Provides financial assistance for purchasing aids and appliances for people with disabilities, which are essential for rehabilitation and independence.
   - o It helps in community-based rehabilitation efforts by ensuring that individuals with disabilities can access the devices they need to improve their mobility and daily living.
7. **Rashtriya Vayoshri Yojana:**
   - o Aimed at providing senior citizens with age-related disabilities with aids and appliances to restore their dignity and improve their quality of life.

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 toodles 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 lightening 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 Perished 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 speskers 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 Lto 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 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.



Ms. Anjali presenting her paper



Mr. Sandesh Kapoor presenting his paper









CBR

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 Mrs. Nandita Saran of the school. 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.



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 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.





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 also 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

Expects 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



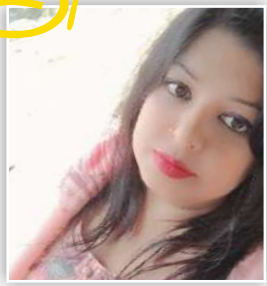
Dr. Geeta Thakur
Dean and Professor
Manav Rachna University

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, Chanakyapuri 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



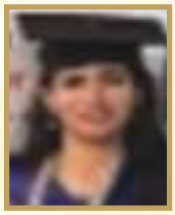
MANSHI GUPTA
B.Ed.SE(ASD)
Batch 2023-25



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

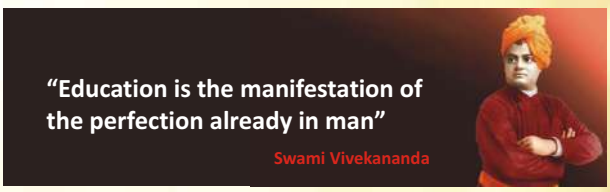


MAMATA
B.Ed.SE(ASD)
Batch 2018-20



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

"From lecture halls to laurel - an odyssey of excellence"



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 Committtee

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.









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 PROFESSIONALETHICS 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/

Students 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) ofStatute 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 :-

a. 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.

b. Every letter/representation/e-mail in the nature of appeal by students should be attended with reformative 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.

c. 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.

d. 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.

e. 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.



Students COMMITTEE

- Anti Ragging Committee
- Student Grievance Redressal Committee
- Internal Complaint Committee
- Committee for SC/ST
- Student Welfare Committee
- Canteen Committee
- Research Committee
- Maintenance Committee

Ashtavakra in NEWS

दिल्ली न्यूज़ 7
सबके साथ सबकी बात

रविवार, 3 नवम्बर 2024 ई-मेल : dillinews7editor@gmail.com www.dillinews7.in

अष्टवक्रा संस्थान द्वारा सतर्कता जागरूकता सप्ताह कार्यक्रम का आयोजन

रोहिणी (संवाददाता)।

अष्टवक्रा पुनर्वास विज्ञान एवं अनुसंधान संस्थान, रोहिणी सेक्टर 14, नई दिल्ली के द्वारा सतर्कता जागरूकता सप्ताह कार्यक्रम के अंतर्गत के अष्टवक्रा संस्थान की निर्देशिका श्रीमती संजना मित्तल और समाज कल्याण विभाग के अधिकारी श्री राजेश राणा जी एंव समस्त शिक्षक गण के सतर्कता जागरुकता से संबंधित शपथ ली कि आज से भ्रष्टाचार के खिलाफ लड़ाई में केंद्रीय सतर्कता आयोग की सहभागी सतर्कता पहलों में से एक है। यह एक जागरूकता निर्माण और आउटरीच उपाय है, जिसका उद्देश्य सभी हितधारकों को एक साथ लाना है। यह शासन और लोक प्रशासन में नैतिकता और पारदर्शिता की आवश्यकता के बारे में अधिक संवेदनशीलता पैदा करने के लिए मनाया जाता है।





आयोग सभी नागरिकों के सक्रिय समर्पण और भागीदारी से ईमानदारी को बढ़ावा देने और भ्रष्टाचार को खत्म करने का प्रयास करता है। पिछले तीन वर्षों से, सप्ताह के दौरान निवारक सतर्कता पहलों पर ध्यान केंद्रित करते हुए एक अभियान चलाया जा रहा है। सतर्कता जागरूकता सप्ताह हर साल सरदार वल्लभभाई पटेल की जयंती के सप्ताह के दौरान मनाया जाता है, जो 31 अक्टूबर को होता है।

केंद्रीय सतर्कता आयोग ने सतर्कता जागरूकता सप्ताह 2024 की शुरुआत की है, जो 28 अक्टूबर से 3 नवंबर, 2024 तक मनाया जाएगा, जिसका विषय है: 'राष्ट्र की समृद्धि के लिए अखंडता की संस्कृति'।

भ्रष्टाचार की व्यापक प्रकृति तथा सामाजिक निष्क्रियता, आर्थिक विकास और राष्ट्रीय सुरक्षा पर इसके हानिकारक प्रभावों के बारे में जन जागरूकता पैदा करना।

लोगों से भ्रष्टाचार की रिपोर्ट सामने लाने और भ्रष्ट गतिविधियों का सक्रिय रूप से विरोध करने का आग्रह करें। सार्वजनिक जीवन और सरकारी संगठनों में नैतिक सिद्धांतों और ईमानदारी को प्रोत्साहित करें

इस बात पर जोर दें कि सतर्कता संगठन किस प्रकार भ्रष्टाचार से लड़ते हैं और सार्वजनिक हितों की रक्षा करते हैं।

2024 में सतर्कता जागरूकता सप्ताह का महत्व

भ्रष्टाचार विरोधी फोकस: यह सप्ताह सतर्क रहने और भ्रष्टाचार में शामिल होने से इनकार करने के महत्व पर जोर देने के लिए एक विशिष्ट मंच प्रदान करता है। यह लोगों, समूहों और सरकारी संस्थाओं को ईमानदारी और खुलेपन की शपथ लेने के लिए प्रेरित करता है।

जन जागरूकता: भ्रष्टाचार से समाज और देश की प्रगति को होने वाले नुकसान के बारे में जनता को शिक्षित करना आवश्यक है। इससे लोगों को भ्रष्टाचार से लड़ने में उनकी भूमिका के बारे में जानकारी मिलती है।

निवारक उपाय: जनहित प्रकटीकरण और मुखबिरों की सुरक्षा (पीआईडीपीआई) संकल्प के बारे में जागरूकता सप्ताह के दौरान उजागर की जाने वाली निवारक सतर्कता कार्यवाहियों में से एक है। नागरिकों को भ्रष्टाचार और अनैतिक व्यवहार के मामलों की रिपोर्ट करने के लिए प्रोत्साहित किया जाता है।

क्षमता निर्माण: क्षमता बढ़ाने के उद्देश्य से की गई पहलों पर जोर इस बात पर प्रकाश डालता है कि भ्रष्ट गतिविधियों को रोकने के लिए लोगों और संस्थाओं को सूचित करना और उन्हें सक्षम बनाना कितना महत्वपूर्ण है।

प्रणालीगत सुधार: प्रणालीगत सुधारों की पहचान और कार्यान्वयन से संस्थाओं और सरकारी निकायों की कार्यप्रणाली को बेहतर बनाने में मदद मिलती है, जिससे उनमें भ्रष्टाचार की संभावना कम हो जाती है।

भारत की सतर्कता जागरूकता सप्ताह की आवश्यकता क्यों है?

2023 तक, भारत 180 देशों की सूची में भ्रष्टाचार धारणा सूचकांक पर 93वें स्थान पर है। राज्य और संघीय सरकारों द्वारा कई प्रयासों के बावजूद भ्रष्टाचार देश में एक महामारी बना हुआ है। यदि भारत वास्तव में अपने सामाजिक-आर्थिक विकास उद्देश्यों को पूरा करना चाहता है, तो उसे भ्रष्टाचार विरोधी एजेंसियों में सुधार करने और विशेष रूप से उद्यमों और शैक्षणिक संस्थानों में खुलेपन और ईमानदारी को प्रोत्साहित करने की आवश्यकता हो सकती है। इसके अतिरिक्त, सतर्कता जागरूकता सप्ताह एक अनुस्मारक के रूप में कार्य कर सकता है कि राष्ट्रीय और व्यक्तिगत दोनों स्तरों पर भ्रष्टाचार के खिलाफ लड़ाई को जारी रखना कितना महत्वपूर्ण है। इस कार्यक्रम के दौरान सभी को जागरूक करने एंव पालन करने का निर्णय लिया गया।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च के छात्रों ने यमुना बायोडायवर्सिटी पार्क में शैक्षिक भ्रमण किया





रोहिणी (संवाददाता)।

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च, नई दिल्ली के बी.पी.ओ. विशेष शिक्षा के छात्रों ने विश्व वानिकी दिवस के अवसर पर यमुना बायोडायवर्सिटी पार्क का शैक्षिक भ्रमण, 25 मार्च 2025 को किया। इस शैक्षिक यात्रा का आयोजन अष्टावक्र इंस्टीट्यूट की की उप निदेशक श्रीमती संजना मित्तल के निर्देशन में तथा इको क्लब प्रभारी संपीय तिवारी के मार्गदर्शन में किया गया।

इस विशेष अवसर पर यमुना बायोडायवर्सिटी पार्क की नेचर एजुकेशन ऑफिसर श्रीमती हिनी बोहरा मैम ने उद्यान का परिचय देते हुए इसकी महत्वपूर्ण विशेषताओं पर प्रकाश डाला। उन्होंने जैव विविधता के संरक्षण, पर्यावरण संतुलन और वनों के महत्व के बारे में छात्रों को जागरूक किया। इसके बाद, श्रीमती रंजीता शर्मा मैम ने एक इंटरएक्टिव गाइडेड टूर का नेतृत्व किया, जहाँ छात्रों ने यमुना जैव विविधता उद्यान के विभिन्न पारिस्थितिक तंत्रों का अन्वेषण किया और विभिन्न वनस्पति, पक्षी और जीव-जंतुओं तथा पारिस्थितिक तंत्र की जानकारी दी।



धमण की प्रमुख विशेषताएँ:

वनस्पति विविधता: छात्रों का विशेष ध्यान बजर-दंती पौधे पर केंद्रित रहा, जो अपनी औषधीय गुणों के लिए प्रसिद्ध है। इसके साथ ही, उन्होंने विभिन्न औषधीय पौधों और उनके पारंपरिक तथा आधुनिक चिकित्सा में उपयोग के बारे में भी जानकारी प्राप्त की।

पक्षी एवं वन्यजीव अवलोकन: समूह ने स्थानीय और प्रवासी पक्षी प्रजातियों को देखा और उनकी पारिस्थितिक भूमिका को समझा। इसके अलावा, छोटे स्तनधारी जीव, तितलियों और जलीय जीवों का भी अवलोकन किया गया, जिससे आर्द्रभूमि (wetland) संरक्षण के महत्व पर जोर दिया गया।

पारिस्थितिकी तंत्र की परस्पर क्रियाएँ: छात्रों ने बायोडायवर्सिटी पार्क में विभिन्न जीवों के आपसी संबंधों जैसे परागण (pollination), खाद्य श्रृंखला (food chain), और आवास संरक्षण (habitat conservation) के बारे में सीखा। इसके साथ ही, वनों की कटाई, जलवायु परिवर्तन और शहरीकरण के जैव विविधता पर प्रभाव पर भी चर्चा की गई। छात्रों ने इस यात्रा के दौरान पर्यावरण संरक्षण और जैव विविधता के महत्व को समझा और वन संरक्षण के प्रति अपनी जिम्मेदारी को महसूस किया। इस भ्रमण का उद्देश्य न केवल ज्ञानवर्धन था, बल्कि छात्रों को प्रकृति से जोड़ने और सतत विकास की दिशा में प्रेरित करना भी था। इस तरह, यह शैक्षिक यात्रा छात्रों के लिए एक अनुभवपरक शिक्षण (experiential learning) का बेहतरीन अवसर साबित हुई, जिसमें उन्होंने पुस्तक ज्ञान से परे जाकर प्रकृति और पर्यावरण को निकट से समझा।

दिल्ली न्यूज़ 7
सबके साथ सबकी बात

बुधवार, 8 जनवरी 2025 ई-मेल : dillinews7editor@gmail.com www.dillinews7.in

अष्टवक्रा संस्थान में विश्व ब्रेल दिवस के अवसर पर कपड़े एवं खिलौने का वितरण

रोहिणी (संवाददाता)।

अष्टवक्रा संस्थान पुनर्वास विज्ञान एवं अनुसंधान संस्थान रोहिणी सेक्टर 14 नई दिल्ली में हर वर्ष की भाँति इस वर्ष भी उप निदेशिका श्रीमती संजना मित्तल के मार्गदर्शन में समस्त शिक्षक गण के साथ विश्व ब्रेल दिवस का आयोजन किया गया जिसमें सभी विद्यार्थियों ने पूर्ण सहभागिता के साथ इस कार्यक्रम में उप निदेशिका के द्वारा भाषण के द्वारा लुईस ब्रेल लिपि के बारे में जानकारी दिया, साथ विद्यार्थीयों के द्वारा भी लुईस ब्रेल दिवस के उपलक्ष्य में विभिन्न श्लोगन भाषण कविता आदि विचार प्रकट किया।





विश्व ब्रेल दिवस के शुभ अवसर पर दिव्यांगता दिवस टेक्निया ऑडिटोरियम में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साईंसेज एंड रिसर्च के सानिध्य में बड़ी धूमधाम से मनाया गया जिसमें टेक्निया ग्रुप इंस्टीट्यूशन के यशस्वी चेयरपर्सन श्री मति सौम्या बिंदल एवं रिशेल बिंदल के द्वारा सभी दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्वल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को कपड़े वितरित किए और ये बताया कि हमारे दिव्यांग बालक किसी भी श्रेणी में कम नहीं हैं।

अष्टावक्र इंस्टीट्यूट की उपनिदेशक श्रीमती संजना मित्तल ने भी सभी दिव्यांग विद्यार्थियों को मंगलमय कामना देते हुए सभी दिव्यांग विद्यार्थियों को बताया की ये दिव्यांग मात्र कहना है याकी ये बालक किसी भी क्षेत्र में किसी से कम नहीं।

इस विश्व ब्रेल दिवस पर हमारे साथ हर साल की भाँति इस साल भी भारतीय नेत्रहीन कल्याण संघ के अध्यक्ष श्री रमेश प्रसाद जी ने अपनी गरिमामई उपस्थिति जाहिर करते हुए सभी दिव्यांग विद्यार्थियों को शुभकामनाएं दी और लगभग 150 दिव्यांग विद्यार्थियों को बैग, कपड़े और खिलौने वितरित किए गए।

अष्टवक्रा पुनर्वास विज्ञान एवं अनुसंधान संस्थान, रोहिणी सेक्टर 14, नई दिल्ली 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। इस शुभ अवसर पर अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साईंसेज एंड रिसर्च के सभी शिक्षक गण भी उपस्थिति दर्ज किया। संस्थान महत्वपूर्ण भागीदारी निभाई जिसमें सभी दिव्यांग विद्यार्थी के साथ शिक्षक भी बधाई के पात्र हैं।

आईएसएलआरटीसी ने अंतर्राष्ट्रीय सांकेतिक भाषा दिवस पर किया कार्यक्रम का आयोजन

नई दिल्ली (संवाददाता)।

केन्द्रीय मंत्री बी.एल. वर्मा ने बधिर समुदाय के लिए शिक्षा और रोजगार के अवसरों को अधिक समावेशी बनाने के उद्देश्य से कई नई पहल शुरू की हैं।

केंद्रीय सामाजिक न्याय एवं अधिकारिता राज्य मंत्री (एसजेई), बी.एल. वर्मा ने भीम हॉल, डॉ. अंबेडकर इंटरनेशनल सेंटर, जनपथ, नई दिल्ली में सांकेतिक भाषा दिवस-2024 समारोह में मुख्य अतिथि के रूप में अध्यक्षता की। राजेश अग्रवाल, सचिव (डीईपीडब्ल्यूडी), इस अवसर पर सम्मानित अतिथि के रूप में उपस्थित थे। इस वर्ष के आयोजन का विषय सांकेतिक भाषा अधिकारों का समर्थन है। जिसमें अष्टवक्रा पुनर्वास विज्ञान और अनुसंधान संस्थान, रोहिणी सेक्टर 14 ने भी अपनी उपस्थिति दर्ज कराई, ड्यूटी डायरेक्टर श्रीमती संजना मित्तल के मार्गदर्शन में समस्त छात्रों एवं शिक्षक प्रभात रंजन और देवश्री अहिरवार के साथ कार्यक्रम में सहभागी रहे।



विकलांग व्यक्तियों के सशक्तिकरण विभाग (डीईपीडब्ल्यूडी), एसजेई मंत्रालय के सहयोग से, भारतीय सांकेतिक भाषा अनुसंधान और प्रशिक्षण केंद्र (आईएसएलआरटीसी) ने आज अंतर्राष्ट्रीय सांकेतिक भाषा दिवस को चिह्नित करने के लिए कार्यक्रम का आयोजन किया। कार्यक्रम के दौरान बी.एल. वर्मा ने बधिर समुदाय के लिए शिक्षा और रोजगार के अवसरों को अधिक समावेशी बनाने के उद्देश्य से कई नई पहल शुरू कीं।

मुख्य विशेषताएं:

⇒ विज्ञान, सामाजिक विज्ञान, गणित और अंग्रेजी सहित कक्षा 6 के विषयों के लिए भारतीय सांकेतिक भाषा (आईएसएल) में 100 मूलभूत अवधारणा वीडियो का लॉन्च।

⇒ आईएसएल शब्दकोश में 2,500 नए सांकेतिक शब्दों का परिचय।

⇒ आईएसएल डिक्शनरी का अनावरण, जो अब 10 अलग-अलग भाषाओं में उपलब्ध है।

⇒ समुदाय को प्रेरित करने के लिए इंडियन साइनिंग हैंड्स द्वारा विकसित बधिर रोल मॉडल वीडियो का विमोचन।

⇒ समावेशी शिक्षा को बढ़ावा देते हुए सभी आयु वर्ग के बच्चों के लिए आईएसएल में सुलभ शैक्षिक कहानियों का शुभारंभ।

⇒ SWAAS प्लेटफॉर्म का उद्घाटन, जो 25 राष्ट्रीय संस्थानों, समग्र क्षेत्रीय केंद्रों और मंत्रालय की वेबसाइटों तक पहुँच प्रदान करता है।

अपने भाषण में श्री बी.एल. वर्मा ने दिव्यांगजन समुदाय के प्रति सरकार की चल रही प्रतिबद्धता पर जोर देते हुए कहा कि सांकेतिक भाषा केवल बधिरों के लिए एक भाषा नहीं है, बल्कि इसे सभी के लिए एक भाषा बनना चाहिए, जो पूरे समाज में समावेशिता को बढ़ावा देती है। उन्होंने बधिर समुदाय की प्रगति के लिए सांकेतिक भाषा के व्यापक उपयोग के महत्व पर जोर दिया। मंत्री ने दिव्यांगजन समुदाय के भीतर की प्रतिभा की भी प्रशंसा की और कहा कि सही मंच के साथ, वे अपनी क्षमताओं से दुनिया को आश्चर्यचकित कर सकते हैं। पेरिस 2024 पैरालंपिक खेलों का जिक्र करते हुए उन्होंने इस बात पर प्रकाश डाला कि कैसे भारत के दिव्यांग एथलीटों ने 29 पदक हासिल करके इतिहास रचा, जो एक उल्लेखनीय उपलब्धि है। उन्होंने आगे कहा कि दिव्यांगजन समुदाय को सशक्त बनाना प्रधानमंत्री मोदी के -सब्का साथ, सब्का विकास, सब्का विश्वास और सब्का प्रयास- दृष्टिकोण के अनुरूप भारत को आगे बढ़ाएगा।



अष्टावक्र इंस्टीट्यूट ने विश्व दिव्यांगता दिवस मनाया



रोहिणी (संवाददाता)।

अष्टवक्रा पुनर्वास विज्ञान एवं अनुसंधान संस्थान, रोहिणी सेक्टर-14, नई दिल्ली के द्वारा पिछले वर्षों की भाँति इस वर्ष भी ज्यूटी डायरेक्टर श्रीमती संजना मित्तल के मार्गदर्शन में विश्व स्वास्थ्य संगठन के एक अनुमान के अनुसार विश्वस्तर पर 15 प्रतिशत आबादी किसी न किसी प्रकार की विकलांगता के साथ रहती है, जबकि उसमें से 80 प्रतिशत से अधिक लोग निम्न और मध्यम आय वाले देशों में रहते हैं।

संयुक्त राष्ट्र महासभा द्वारा 1992 में हर वर्ष 3 दिसम्बर को अंतर्राष्ट्रीय विकलांग दिवस के रूप में मनाने 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।

आज विश्व दिव्यांगता दिवस के शुभ अवसर पर दिव्यांगता दिवस टेक्निया ऑडिटोरियम में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साईंसेज एंड रिसर्च के सान्निध्य में बड़ी धूमधाम से मनाया गया, जिसमें टेक्निया ग्रुप इंस्टीट्यूशन के यशस्वी चेयरमैन डॉ. राम कैलाश गुप्ता के द्वारा सभी दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्जवल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को बैग एवं जैकेट वितरित किए, और ये बताया कि हमारे दिव्यांग बालक किसी भी श्रेणी में कम नहीं हैं। अष्टावक्र इंस्टीट्यूट की उप निदेशक श्रीमती संजना मित्तल ने भी सभी दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्जवल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को बैग एवं जैकेट और कप वितरित किए गए।

इस शुभ अवसर पर अजय राठौर, सुभाष जैसल, श्रीमति सरस्वती शर्मा, डॉ. मधुसूदन गोखल (रोटरी क्लब), डॉ. हेमलता, विजय सुप्ता, श्रीमती आशा सुंदरा एवं अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च के साथ साथ टेक्निया इंस्टीट्यूट ऑफ टीचर्स एजुकेशन, टेक्निया इंस्टीट्यूट ऑफ एडवांस स्टडीज, रोटरी क्लब इत्यादि संस्थानों ने महत्वपूर्ण भागीदारी निभाई जिसमें सभी दिव्यांग विद्यार्थी को साथ शिक्षक भी बधाई के पात्र हैं।



दिल्लीन्यूज़7
सबके साथ सबकी बात
शनिवार, 28 दिसम्बर 2024 ई-मेल : dillinews7editor@gmail.com www.dillinews7.in

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 गणमान्य अतिथियों और प्रतिभागियों ने अपनी उपस्थिति दर्ज की। इस कार्यक्रम में मुख्य अतिथि श्री राहुल अग्रवाल जी डिप्टी डायरेक्टर विकलांग मंत्रालय दिल्ली, उमेश शुक्ला जी नेशनल ट्रस्ट के पूर्व कार्यक्रम निदेशक एवं कानूनी सलाहकार, एस.के. प्रसाद जी डायरेक्टर ऑफ इन्नू, किरण वस्त जी कल्याण अधिकारी शाखा समाज कल्याण संघ विभाग, कृति असिस्टेंट प्रोफेसर, गुंजन प्रिंसिपल द डिवाइन मदर इंटरनेशनल विद्यालय, डॉ. संगीता असिस्टेंट प्रोफेसर प्रयागराज यूनिवर्सिटी, डॉ. निशी फोगाट शैक्षणिक सलाहकार और डॉ. सौरभ मलोहत्रा प्रिंसिपल गुरुशरण पब्लिक स्कूल जैसे प्रमुख व्यक्तित्वों ने भाग लिया।

कार्यक्रम के दौरान सांस्कृतिक कार्यक्रमों का आयोजन भी किया गया, जिसमें छात्रों ने नृत्य का प्रदर्शन विशेष आकर्षण का केंद्र रहा। इसके अलावा, अष्टावक्र इंस्टीट्यूट ने अपनी प्रदर्शनी के माध्यम से कार्यक्रम में योगदान दिया। विकलांग व्यक्तियों के नेतृत्व को बढ़ावा देकर एक समावेशी और टिकाऊ भविष्य के लिए काम करना। इस विषय पर चर्चा की गई, जिसमें यह बात प्रमुख रूप से सामने आई कि विकलांग व्यक्तियों को गरिमा और सम्मान के साथ जीने और कमाने का अवसर देना आवश्यक है।

इस आयोजन में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च की उप निदेशक श्रीमती संजना मित्तल ने दिव्यांगजन से संबंधित विभिन्न योजनाओं और स्कीमों का भी उल्लेख किया, जिनका उद्देश्य विकलांग व्यक्तियों के जीवन स्तर को सुधारना है। यह कार्यक्रम दिव्यांगजनों के प्रति समाज की सोच में सकारात्मक परिवर्तन लाने और उन्हें सशक्त बनाने के उद्देश्य से आयोजित किया गया था।

अष्टावक्र इंस्टिट्यूट 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\BEd विशेष शिक्षा के छात्र-छात्रा उपस्थित रहे, जिसमें श्रीमती संजना मित्तल (उपनिदेशक) AIRSR 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 टेक्निया ग्रुप ऑफ इंस्टिट्यूशंस के प्रबंधक जी ने सभी को शुभकामनाएं प्रदान की।

दिल्लीन्यूज़7
सबके साथ सबकी बात
गुरुवार, 31 अक्टूबर 2024 ई-मेल : dillinews7editor@gmail.com www.dillinews7.in

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 माँ लक्ष्मी और भगवान गणेश की पूजा-अर्चना की। दीप प्रज्ज्वलन के साथ कार्यक्रम की शुरुआत हुई, जिसमें सभी ने दीपावली के पवित्र पर्व की गरिमा का अनुभव किया।

संस्थान के उप निदेशक मिस संजना मित्तल मैम ने अपने संबोधन में कहा कि दीपावली न केवल प्रकाश का त्योहार है, बल्कि यह अंधकार पर विजय और सकारात्मकता की ओर बढ़ने का प्रतीक भी है। उन्होंने सभी को दीपावली की शुभकामनाएं दीं और सभी को ज्ञान के मार्ग पर आगे बढ़ने के लिए प्रेरित किया।

पूजन के बाद प्रसाद वितरण का आयोजन किया गया, जिसमें सभी ने मिलकर इस त्योहार की खुशियों को साझा किय



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 की उप निदेशक श्रीमती संजना मित्तल के निर्देशन और संदीप तिवारी (सहायक प्रोफेसर, एएसडी विभाग) के मार्गदर्शन में हुआ।

इस अवसर पर संस्थान की एएसडी विभाग की सहायक प्रोफेसर प्रीति गोयल तथा आईडी विभाग के सहायक प्रोफेसर तरुण पतंजलि भी उपस्थित रहे।

छात्रों ने नुक्कड़ नाटक के माध्यम से किया जागरूकता प्रसार- बी.एड. विशेष शिक्षा (एएसडी) और डी.एड. विशेष शिक्षा (आई.डी.डी.) के विद्यार्थियों ने नीतू, निशा, निशी, हर्षिता, वशिका, परा, अर्चना, रूपल और मानशी- ने नुक्कड़ नाटक प्रस्तुत कर समाज में ऑटिज्म स्पेक्ट्रम डिसऑर्डर (ASD) के प्रति जागरूकता फैलाने का प्रयास किया। नाटक में ऑटिज्म से जुड़े मिथकों को तोड़ने, समावेशी 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 विभिन्न गतिविधियाँ कीं, जिसमें संवेदी खेल (sensory play), कला और रचनात्मक अभिव्यक्ति (art. creative expression) और संवाद कौशल विकास (communication skill activities) शामिल थे। इन गतिविधियों का उद्देश्य बच्चों के सामाजिक, संज्ञानात्मक और व्यवहारिक विकास को प्रोत्साहित करना था।

कार्यक्रम के अंत में, संदीप तिवारी ने समावेशी समाज के निर्माण में विशेष शिक्षकों की भूमिका और ऑटिज्म से जुड़े जागरूकता अभियानों के महत्व पर जोर दिया। और बताया ऑटिज्म कोई बीमारी नहीं है, यह दुनिया को अनुभव करने का एक अलग तरीका है। यह संचार, सामाजिक संपर्क और व्यवहार को अनोखे तरीकों से प्रभावित करता है, लेकिन यह व्यक्तियों की संभावनाओं को सीमित नहीं करता। सही समर्थन, समझ और अवसर मिलने पर, ऑटिज्म से ग्रस्त व्यक्ति सफल हो सकते हैं, सार्थक योगदान दे सकते हैं और एक पूर्ण व संतोषजनक जीवन जी सकते हैं।

इंस्टीट्यूट की की उप निदेशक श्रीमती संजना मित्तल ने कहा ऑटिज्म कोई अक्षमता नहीं है, बल्कि यह एक अलग क्षमता है। ऑटिज्म से ग्रसित लोग दुनिया को अनोखे तरीकों से सोचते, सीखते और अनुभव करते हैं। कुछ में असाधारण स्मरण शक्ति, अपनी पसंदीदा चीजों पर गहरी एकाग्रता या अद्भुत रचनात्मकता हो सकती है। वहीं, कुछ को संचार या सामाजिक संबंधों में कठिनाइयों 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 ने 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।

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 भाँति इस वर्ष भी डयूटी 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 भारद्वाज 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 भारद्वाज 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 की आज विश्व दिव्यांगता दिवस टेक्निया ऑडिटोरियम में अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च के सानिध्य में बमनाया गया जिसमें टेक्निया ग्रुप इंस्टीट्यूशन के यशस्वी चेयरमैन डॉ .राम कैलाश गुप्ता और शिक्षाविद एवं समाजसेविका सोन्या बिंदल के द्वारा दिव्यांग बच्चों को शुभ आशीर्वाद एवं उज्जवल भविष्य की कामना देते हुए सभी दिव्यांग विद्यार्थियों को बैग एवं जैकेट वितरित किए।

दिल्लीन्यूज़7
सबके साथ सबकी बात
नई दिल्ली, मंगलवार, 17 दिसम्बर 2024 www.dillinews7.in

अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च को मिला सराहनीय सम्मान

रोहिणी (संवाददाता)।



गुरु गोविंद सिंह इंद्रप्रस्थ विश्वविद्यालय के रजत जयंती समारोह के स्थापना दिवस पर भव्य कार्यक्रम का आयोजन किया गया। इस विशेष अवसर पर विश्वविद्यालय के कुलाधिपति एवं उपराज्यपाल विनय कुमार सक्सेना, दिल्ली की मुख्यमंत्री श्रीमती आतिशी, मुख्य सचिव धर्मेन्द्र कुमार और सचिव (उच्च शिक्षा) श्रीमती नॉदिनी पाल्लीवाल जैसे गणमान्य अतिथि शामिल हुए।

कार्यक्रम में शैक्षणिक और सांस्कृतिक आकर्षणों का प्रदर्शन किया गया, जिनमें शास्त्रीय नृत्य, विश्वविद्यालय की यात्रा को दर्शाने वाली प्रदर्शनियाँ और कई कॉलेजों की भागीदारी शामिल थी। इसी कड़ी में अष्टावक्र इंस्टीट्यूट ऑफ 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 सिल्वर जुबली डाक टिकट और एक स्मारक सिक्का भेंट किया गया।

सम्मान प्राप्त करने पर अष्टावक्र इंस्टीट्यूट ऑफ रिहैबिलिटेशन साइंसेज एंड रिसर्च की उपनिदेशक श्रीमती संजना मित्तल ने हर्ष व्यक्त करते हुए कहा कि यह आयोजन 25 वर्षों की शैक्षणिक उत्कृष्टता, सामाजिक प्रभाव और नवाचार का प्रतीक है। यह भविष्य के लिए एक परिवर्तनकारी दृष्टिकोण को भी प्रेरित करेगा।

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।

