

Report on

Educational Visit to Tamanna Autism and Special Education Centre

Event Timings: One day

Date: 25th March 2025

Venue: Tamanna Autism and Special Education Centre, New Delhi

Event Type: Educational Trip

Mode of Activity: Offline

Target Audience: PG Psychology Students, SOHS

Resource Person: NA

Faculty Coordinators: - Dr. Nudrat Jahan, (Associate Professor, SOHS) Dr. Manju Rani (Assistant Professor, SOHS)

Organized by: School of Humanities

Number of Participants: 28

Introduction

The School of Humanities at K.R. Mangalam University successfully organized an educational visit to Tamanna Autism and Special Education Centre, New Delhi, on 25th March 2025. This visit was specifically designed to provide postgraduate psychology students with hands-on exposure to real-world autism intervention strategies and special education methodologies. It aimed to bridge the gap between theoretical knowledge and practical application, allowing students to gain firsthand insights into the challenges and strategies involved in working with individuals on the autism spectrum. The visit was coordinated by **Dr. Nudrat Jahan (Associate Professor, SOHS) and Dr. Manju Rani (Assistant Professor, SOHS)**, ensuring that students gained a meaningful and well-structured learning experience. A total of **28 students** participated in this offline academic activity, which formed an integral part of their curriculum and professional development.

The visit commenced with a **warm welcome and orientation session** conducted by the professionals at Tamanna Autism Centre. The students were given a detailed introduction to the **mission, objectives, and intervention strategies** used at the center. This session provided a foundational understanding of autism spectrum disorder (ASD), highlighting the cognitive, emotional, and behavioral challenges faced by individuals diagnosed with ASD. The faculty coordinators and students were taken through the various programs implemented at the center to **enhance communication, social interaction, and cognitive development** among autistic individuals.

Following the orientation, students **observed different classroom settings**, where specialized **teaching strategies, structured learning environments, assistive communication tools, and individualized educational plans (IEPs)** were being implemented. The visit allowed students to witness the practical

application of theoretical concepts they had learned in their coursework. The educators at the center demonstrated how **visual schedules, sensory integration techniques, and behavioral reinforcements** were used to help children adapt to their learning environments. Additionally, students observed **small-group and one-on-one instructional methods**, which helped them understand the importance of individualized attention and adaptive teaching approaches for children with autism.

One of the **key highlights** of the visit was attending **live therapy sessions**. Students had the opportunity to witness **speech therapy, occupational therapy, and behavioral therapy** being conducted by trained professionals. These sessions provided deep insights into the **multidisciplinary approaches used in autism intervention**, emphasizing the **importance of language development, motor skills training, and behavior modification** in supporting individuals with ASD. The speech therapy session showcased how **augmentative and alternative communication (AAC) devices, picture exchange communication systems (PECS), and verbal imitation techniques** were used to improve communication skills among non-verbal or minimally verbal children. During the occupational therapy demonstration, students learned about the **sensory integration activities** designed to help children with sensory processing difficulties, a common challenge faced by individuals on the spectrum. In the behavioral therapy session, professionals explained **applied behavior analysis (ABA) techniques, reinforcement strategies, and social skills training** used to encourage positive behaviors and reduce challenging behaviors in autistic individuals.

The visit also included a **special interactive session** where students had the opportunity to engage with **special educators, psychologists, and therapists** working at the center. This interaction allowed students to gain insights into the **daily challenges, assessment methods, and intervention strategies** employed by professionals in the field of autism care. The discussion revolved around the **importance of early intervention, family involvement, and the use of assistive technology** in managing ASD effectively. The professionals also shared their experiences in handling **complex cases, behavioral issues, and comorbid conditions associated with autism**, giving students a comprehensive understanding of the **real-world difficulties and rewards of working in special education and autism intervention**.

A dedicated **Q&A session** was conducted, during which students asked questions related to **diagnostic criteria, psychological assessments, and evidence-based intervention techniques** used at the center. This session further enriched their knowledge and clarified various aspects of autism care that are often difficult to grasp solely through textbooks and classroom lectures. Students gained an appreciation for the **interdisciplinary collaboration between psychologists, speech therapists, occupational therapists, and educators**, which is essential in providing **comprehensive support to individuals with special needs**.

As the visit came to an end, a **reflection and feedback session** was conducted, where students shared their key takeaways and observations. Many students expressed that the visit **enhanced their understanding of neurodiversity and inclusive education**, allowing them to view autism not as a limitation but as a **unique way of experiencing and interacting with the world**. They also highlighted the **importance of patience, empathy, and innovation** when working with autistic individuals. The visit reinforced the **critical role of psychologists and special educators** in creating a **supportive and inclusive learning environment** for neurodiverse individuals.

Beyond academics, this visit provided students with valuable **career insights** into the field of **clinical psychology, counseling psychology, special education, and behavioral therapy**. By observing real-world applications of psychological principles, students gained a deeper understanding of **how therapeutic**



interventions are structured, monitored, and adapted to meet the specific needs of each individual. This experiential learning opportunity was instrumental in **broadening their perspectives** and preparing them for future roles in **mental health, rehabilitation, and special education settings**.

The **School of Humanities extends its heartfelt gratitude to Tamanna Autism and Special Education Centre** for their generosity in hosting the students and providing such a **rich and informative experience**. Their commitment to autism care and special education is commendable, and the visit would not have been possible without their cooperation and willingness to share their expertise. **Special thanks to Dr. Nudrat Jahan and Dr. Manju Rani** for their efforts in coordinating the visit and guiding students throughout the experience. The university also acknowledges the enthusiasm and dedication of the participating students, whose keen interest and active engagement made this visit a meaningful and impactful academic endeavor.

We also extend our **sincere gratitude to our esteemed Dean, School of Humanities, Prof. (Dr.) Tania Gupta**, for **their continuous encouragement, support, and guidance** in facilitating such impactful educational experiences. Their vision and dedication toward **experiential learning and professional skill development** have played a crucial role in making this visit a success.

This visit reaffirmed K.R. Mangalam University's commitment to providing **holistic education beyond the classroom**, ensuring that students gain **real-world exposure to diverse psychological and educational settings**. The experience not only enhanced students' academic learning but also deepened their understanding of **the social, emotional, and cognitive aspects of autism spectrum disorder**. It provided them with **valuable practical knowledge** that will aid them in their future careers and contribute to the larger goal of **creating inclusive societies** where neurodiverse individuals can thrive.

We look forward to **more such enriching academic initiatives** that equip students with **professional competencies, critical thinking skills, and hands-on experience** in the field of psychology and mental health. **Stay tuned for more updates and reflections from our students as they continue their journey of learning and professional growth!**

Glimpses of the Visit:



 **[Picture 1]** – Students observing a structured classroom setup and learning about assistive communication tools.



 **[Picture 2]** – Interaction session with special educators and therapists discussing autism intervention strategies.



 [Picture 3] – Interaction session with speech therapists, and school students



 [Insert Picture 4] – Live therapy session in progress – Demonstration of speech therapy techniques for autistic individuals.



 [Picture 5] – Group photo of students, faculty coordinators



 [Picture 6] – Group photo of students, faculty coordinators, and Tamanna Autism Centre representatives at the end of the visit.