



## **Report on the Observance of World Autism Awareness Day**

**Organized by**  
**Department of Special Education**  
**School of Education**  
**Netaji Subhas Open University**

**Date:** 11<sup>th</sup> April 2026 (Saturday)

**Time:** 10:30 A.M. – 5:00 P.M.

**Venue:** Subhash Chandra Sabhaghar, NSOU HQs.

**Participants:** Approximately 90 learners from B.Ed. Special Education (IDD/H.I./V.I.) and M.Ed. Special Education (IDD & H.I.) programmes

### **Introduction**

The Department of Special Education, School of Education, Netaji Subhas Open University, organized a programme on the observance of World Autism Awareness Day on 11 April 2026 at Subhash Chandra Sabhaghar, NSOU Headquarters. The programme was conducted with the objective of creating awareness regarding Autism Spectrum Disorder (ASD) and developing practical competencies among trainee teachers in Activities of Daily Living (ADL) skills for children with ASD.

The workshop aimed to provide both conceptual understanding and practical exposure to the participants through interactive sessions, demonstrations, and hands-on activities. The programme was conducted in a structured, participatory, and learner-centric manner.

### **Programme Flyer**





### **Inaugural Session**

The programme commenced with an inaugural session from 10:30 A.M. to 11:15 A.M. The session began with Vedic chanting by Dr. Abhedananda Panigrahi, Coordinator, B.Ed. Special Education programme. Participants were formally welcomed by Dr. Antara Choudhury, Assistant Professor of Special Education.

The inaugural address was delivered by Prof. Debi Prosad Nag Chowdhury, Director, School of Education, NSOU, who emphasized the importance of awareness, inclusion, and skill development for individuals with Autism Spectrum Disorder. The session concluded with a vote of thanks delivered by Ms. Swapna Deb, Assistant Professor of Special Education.

### **Objectives of the Programme**

The programme was organized with the following objectives:

- To create awareness regarding the significance of Activities of Daily Living (ADL) skills in Autism Spectrum Disorder.
- To train participants in systematic teaching methods for self-care and functional skills.
- To develop strategies for supporting independence in daily routines among children with ASD.
- To enhance professional competencies of trainee teachers in Special Education.
- To provide hands-on practical experience through demonstrations and activities.

### **Technical Sessions**

The programme included a series of technical and practical sessions focusing on functional and adaptive skill development for children with ASD.

### **Session Details**

1. **Personal Hygiene Skills**  
Focus on task analysis, use of visual supports, and teaching strategies for personal care skills among children with ASD.
2. **Time Management Skills**  
Demonstration and discussion on the use of visual timetables and structured schedules to promote routine management.
3. **Money Identification and Management**  
Practical learning activities on identification and use of currency through role play and simulated situations.
4. **Shopping Skills**  
Activities related to communication, decision-making, social interaction, and safety during community participation.



### 5. Practical Demonstrations and Group Activities

Interactive role plays, group discussions, and demonstrations were conducted to provide experiential learning opportunities to the participants.

#### Activities Conducted

The programme included various learner-engagement activities such as:

- Interactive lectures and discussions
- Group-based activities
- Practical demonstrations
- Role play and simulated teaching exercises
- Hands-on learning sessions

#### Photographs of the Programme

##### Inaugural Session



##### Technical Sessions (Practical Demonstrations and Group Activities)





### **Outcome of the Programme**

The programme proved highly beneficial in strengthening both theoretical knowledge and practical understanding of ADL skill training for children with ASD. The interactive and participatory approach enabled trainee teachers to learn effective teaching strategies and their practical application in educational and community settings.

The sessions contributed substantially to skill enhancement, professional preparedness, and awareness regarding inclusive practices for children with Autism Spectrum Disorder.

### **Conclusion**

The observance of World Autism Awareness Day was successfully conducted and effectively fulfilled its intended objectives. The well-structured sessions, practical demonstrations, and active participation of learners made the programme meaningful and enriching.

The workshop significantly contributed to enhancing the teaching competencies of Special Education trainee teachers and promoted greater awareness regarding the needs and support strategies for children with Autism Spectrum Disorder.

The programme concluded with a valedictory session from 4:45 P.M. to 5:00 P.M., followed by feedback collection through Google Forms.

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### **Reported by:**

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