CNRI

CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

CNRI ANNUAL REPORT 2025-26



centerforneurodiversity.org

EDITORIAL

Content Editing & Design: CNRI Scholars

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CENTRE FOR NEURODIVERSITY RESEARCH AND INNOVATION (CNRI)

The Centre for Neurodiversity Research and Innovation (CNRI) is a multidisciplinary initiative dedicated to advancing research, practice, and training in neurodiversity. It focuses on generating impactful research, offering evidence-based interventions, and promoting inclusive practices. Through collaboration, community engagement, and capacity building, CNRI aims to enhance understanding, support individuals with neurodiverse conditions, and contribute meaningfully to societal well-being.

30+
Interns

20+
Events

JUNE 2026

CNRI

VISION AND MISSION

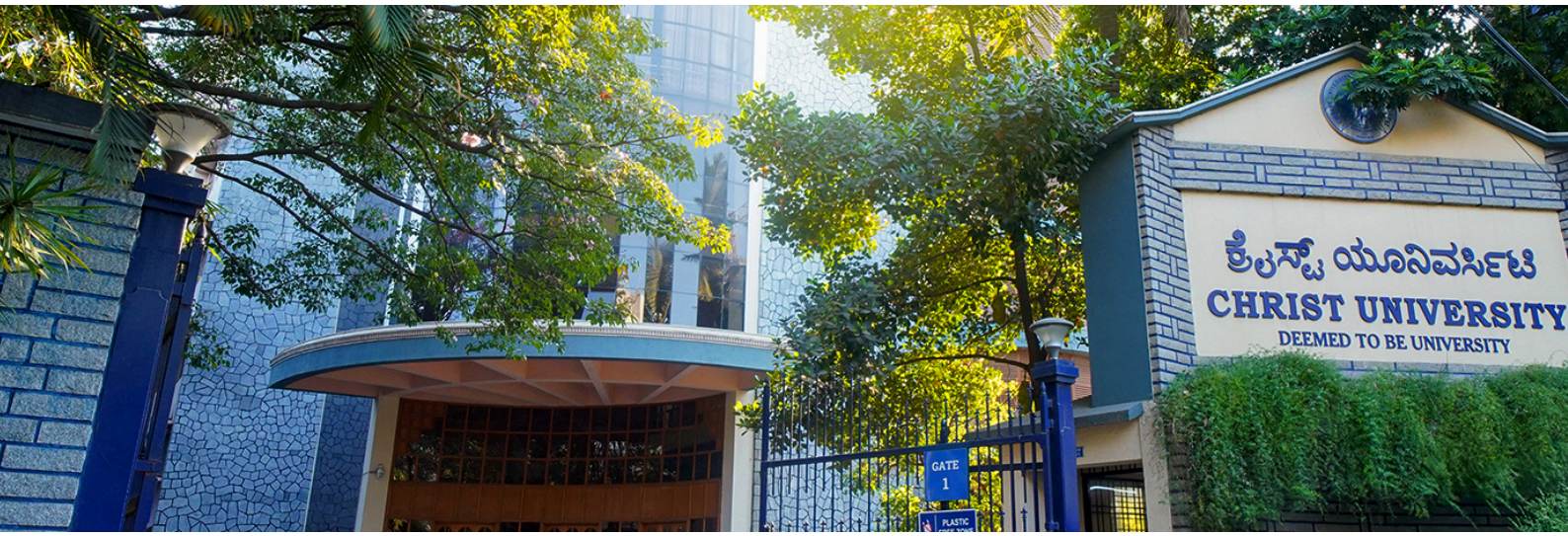
Our vision is to be a leading national and International Centre for neurodiversity, advancing research-driven, evidence-based practices.

Our mission is to create and implement evidence-based research, training, and innovations that break barriers, expand access, and foster meaningful change for neurodiverse individuals across all spheres of life.



JUNE 2026

ALIGNMENT WITH UNIVERSITY MISSION & VALUES



The Centre for Neurodiversity Research and Innovation (CNRI), a collaboration between Binghamton University and Christ University, embodies Christ University's values of excellence and service through evidence-based research and inclusive supports for neurodiverse individuals. Its vision of an accepting society with innovative resources pursues excellence, while its mission to reduce barriers and provide life-changing training reflects service via social responsibility and holistic societal contributions, directly aligning with Christ University's commitment to moral uprightness, love for fellow beings, and inclusive empowerment.

JUNE 2026

OBJECTIVES



Research & Innovation
To advance research, partnerships, technologies, and assessment measures to enhance the well-being and potential of neurodiverse individuals. To pilot contemporary technologies and validated culture-friendly outcome measures to deliver scalable supports that boost wellbeing and independence for neurodiverse communities.

Education & Training
To provide training, certification, and academic pathways in evidence-based neurodiversity interventions and support initiatives, including post-professional development

Community Collaboration & Awareness
To strengthen inclusive education through the provision of targeted support, evidence-based resources, and comprehensive diagnostic, intervention, therapy, consultancy and educational support services for neurodiverse individuals and their families.

Clinical Services & Support
To promote inclusive ecosystems through sustained outreach, capacity-building, and awareness initiatives, while creating open access resources and innovative technologies that enhance support for neurodiverse individuals and their families.



COLLABORATORS

Binghamton University

Binghamton University is a premier public research institution recognized for its commitment to interdisciplinary scholarship and academic excellence. Its programs in psychology and human development emphasize rigorous, evidence-based inquiry into cognition, behavior, and mental health. Jennifer Gillis Mattson, a Binghamton-trained clinical psychologist and co-director of the Institute for Child Development, strengthens Binghamton's collaborative efforts in autism and neurodiversity through international partnerships (including CHRIST University, Bengaluru), community-engaged intervention research, and the routine incorporation of autistic voices to improve supports across the lifespan.

Stepping Stones

Stepping Stones is an organization committed to the education and empowerment of individuals with developmental disabilities through inclusive and community-based initiatives. Its work focuses on early intervention, special education, and skill development, enabling individuals to participate meaningfully in social and learning environments.

Christ Special School

Christ Special School is a specialized educational institution dedicated to supporting children with neurodevelopmental conditions, including autism spectrum disorder, intellectual disability, and learning difficulties. The school adopts a holistic, child-centered approach through individualized education programs, therapeutic interventions, and functional skill development.

RECENT COLLABORATORS

St. John’s National Institute of Health Sciences

St. John’s Hospital is a leading healthcare institution known for its comprehensive and multidisciplinary approach to medical and mental health services. It provides specialized assessment and intervention for a range of neurological and developmental conditions. The institution integrates clinical care with rehabilitative and psychosocial support, ensuring holistic and patient-centered healthcare across the lifespan.

Enable India

Enable India is a non-profit organization dedicated to enhancing the employability and economic independence of persons with disabilities. It focuses on vocational training, workplace readiness, and facilitating inclusive employment opportunities across diverse sectors. Through structured training programs, employer engagement, and advocacy, the organization works towards enabling individuals with disabilities to lead self-reliant and dignified lives.



THE WINGS OF CNRI

TRAINING

Dedicated to capacity-building, the Training Wing designs and delivers professional development programs for educators, therapists, caregivers, students, and organisational stakeholders. Offerings include certification courses, skill-based workshops, webinars, public lectures and seminars that emphasise neurodiversity-affirmative practices and inclusive pedagogy.

EXTENSION

The Extension Wing bridges CNRI with the wider community through grassroots engagement. It organises awareness programs, parent support groups and student-led stalls for neurodivergent populations. Through collaborations with local organisations, the wing aims to promote inclusion, reduce stigma and bring services closer to the communities that need them most.

PRACTICE

The Practice Wing provides therapeutic and clinical services to support neurodivergent individuals and their families. This includes diagnostic assessments, individualised education plans, counselling and parent guidance. Services are culturally sensitive, accessible, and strength-based. The wing also integrates research insights to ensure interventions are informed by emerging evidence and community needs.

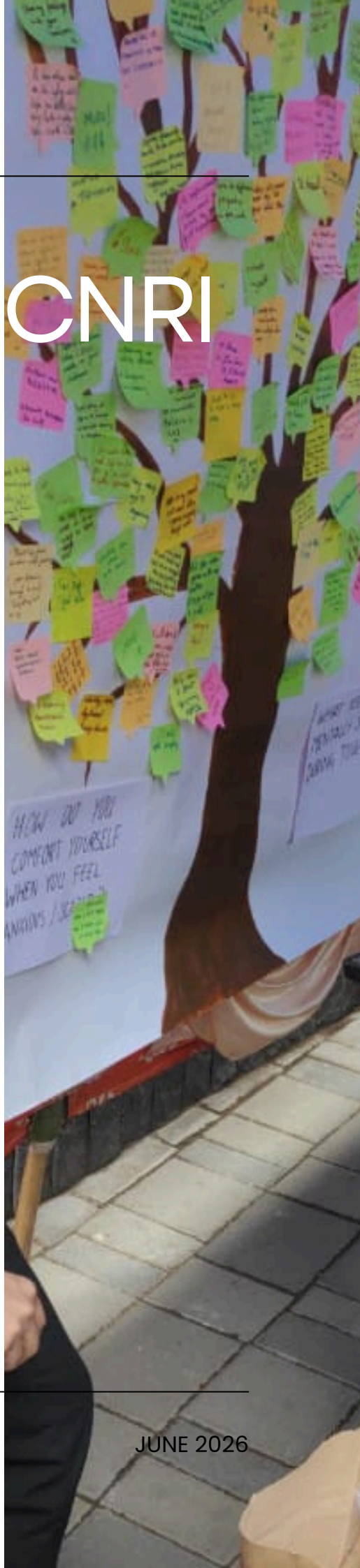
THE WINGS OF CNRI

RESEARCH

Dedicated to capacity-building, the Training Wing designs and delivers professional development programs research publications, and grant initiatives for educators, therapists, caregivers, students, and organisational stakeholders. Offerings include certification courses, skill-based workshops, webinars, public lectures, seminars, and research dissemination that promote neurodiversity-affirmative practices and inclusive pedagogy.

STUDENT SUPPORT

This wing focuses on enhancing the well-being and inclusion of neurodivergent students within the campus. It conducts orientation sessions, peer support initiatives, and feedback mechanisms within the campus to ensure student voices are central to CNRI's programming. The wing works collaboratively with the Training Wing to foster inclusive academic environments and support student self-advocacy.



OVERVIEW OF WING ACTIVITIES

Training Wing

- 6 Workshops
  - Behaviour Management
  - School Leadership
  - Adult ADHD
  - Autism & Learning Disability
  - Advancing Special Education
- 1 Certificate Course

Extension Wing

- 4 Online Public Lectures
- Inclusion Fair
- Extension to Global Autism Convention
- Neurodiversity Summit

Research Wing

- Research Day
- Research Publications
- Research Grants

Student Support Wing

- Regular Support Group Sessions
- Expansion & Continuity
- Basic moderater training
- Advanced moderater training

Practice Wing

- Clinical Internship at Christ Special School
- Educational and capacity-building initiatives in Christ Special School

TRAINING WING ACTIVITIES

Behaviour Management for Children with Neuro-Developmental Disorders
Date: 28th June 2025

The workshop on Behaviour Management for Children with Neurodevelopmental Disorders provided participants with a comprehensive understanding of the relationship between brain development and behavior, along with practical intervention strategies. Participants, including educators, rehabilitation professionals, and students, engaged in both conceptual learning and applied skill-building. The sessions emphasized principles such as neuroplasticity, critical developmental periods, and the importance of individualized interventions. Overall, the workshop strengthened participants' ability to understand behaviour scientifically and respond with structured, ethical, and context-sensitive strategies in educational and clinical settings.









Embracing Neurodiversity: A School Leadership Program

Date: 12 September 2025

The workshop titled "Embracing Neurodiversity: A School Leadership Program" focused on equipping educators and school leaders with the knowledge and skills required to foster inclusive educational environments. Through reflective exercises, experiential learning, and collaborative tasks, participants explored themes such as equity versus equality, trauma-informed practices, and the role of leadership in shaping inclusive school cultures. The program also emphasized legal literacy, linking policies such as the RPwD Act and NEP 2020 to classroom implementation. Practical components included strategic planning using Individualized Education Plans (IEPs) and vision-building exercises for inclusive schools. The workshop successfully integrated policy, pedagogy, and leadership, encouraging participants to translate inclusive ideals into actionable strategies within their institutions.









Understanding Adult ADHD: Perspectives, Strengths, and Support
Date: 26 February 2026

The workshop provided a comprehensive exploration of ADHD in adulthood through a neurodiversity-affirmative lens. The sessions highlighted core aspects, including executive functioning, emotional regulation, and psychosocial challenges across education, employment, and relationships. Participants were introduced to evidence-based strategies for daily functioning, including time management, structured routines, and adaptive interventions. The program also emphasized ethical clinical practices, the importance of comprehensive assessment, and interdisciplinary collaboration. A reflective film screening and discussion further deepened participants' critical understanding of diagnosis and intervention.



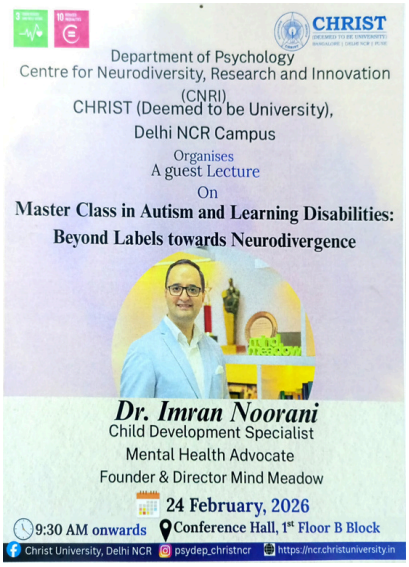






Master Class on Autism and Learning Disabilities
Date: 24 February 2026

The Master Class provided an experiential and reflective learning platform for postgraduate students. The session emphasized a neurodiversity-affirmative approach, highlighting strengths, contextual challenges, and the role of accommodations in shaping outcomes. Through interactive simulations and case-based discussions, participants gained insights into the lived experiences of individuals with neurodevelopmental conditions. The session also addressed ethical dilemmas in professional practice and underscored the importance of empathy, early identification, and individualized intervention planning.









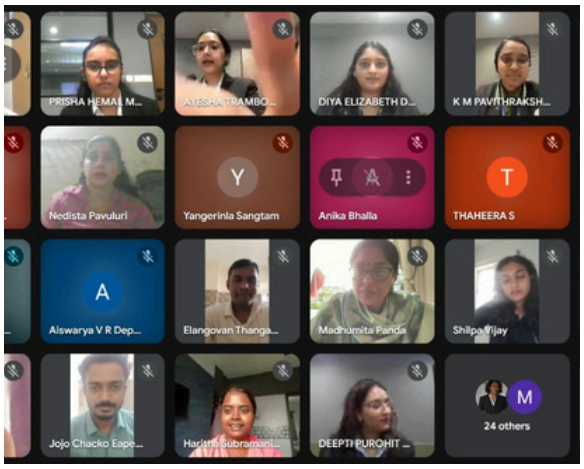
Certificate Program in Discrete Trial Training (DTT)

Date: 31 October - 16 November 2025

The Certificate Program in Discrete Trial Training (DTT) offered an intensive, skill-based training in Applied Behaviour Analysis (ABA) for autism education. Conducted in a blended format, the program combined theoretical foundations with hands-on practice across multiple sessions, with 30 hours of online training followed by 2 days of offline training. Participants were introduced to cognitive theories of autism, principles of ABA, and the structured components of DTT, including reinforcement, prompting, data recording, and program evaluation. Through demonstrations, peer practice, and supervised exercises, learners developed competencies in designing and implementing individualized intervention programs. The program emphasized fidelity in intervention delivery and evidence-based practice, equipping participants with practical tools to enhance learning outcomes for individuals with autism in educational and therapeutic settings.









From Awareness to Acceptance
Date: 20 February 2026

The workshop addressed a critical yet often overlooked area, which is autism in adulthood. Bringing together mental health professionals, students, and practitioners, the sessions focused on lifelong support needs, mental health concerns, caregiver well-being, and pathways to independent living. Experts highlighted the importance of inclusive education, employability, and ethical professional practices when working with adults on the spectrum. The program fostered meaningful dialogue on shifting perspectives from awareness to acceptance, emphasizing dignity, autonomy, and quality of life. With active participation and interdisciplinary insights, the workshop contributed to expanding the understanding of autism beyond childhood and reinforcing the need for sustained, inclusive support systems.









STUDENT SUPPORT WING ACTIVITIES

Regular Support Group Sessions

Regular support group sessions were conducted for 12 students with neurodivergence and disabilities, creating a safe and inclusive space for peer interaction, mutual support, and discussion of shared experiences. Over eight structured sessions were facilitated during activity hours, focusing on enhancing social connectedness, emotional well-being, self-expression, and engagement within the university community.





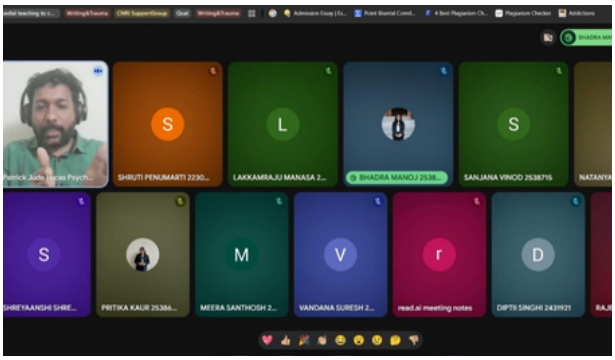
Expansion & Continuity

To ensure the sustainability and continued growth of the initiative, six new interns were recruited and oriented based on reflective feedback from previous activities. Multiple feedback and brainstorming sessions were conducted with both interns and student participants to identify strengths, challenges, and future directions. Additionally, workshops on sensitisation, pedagogy, and assessment were organized in collaboration with CNRI-TLEC to strengthen capacity building and improve support practices.

Basic Moderator Training
Date: 19 January 2026

The Basic Moderator Training was designed to equip students with foundational skills required for facilitating discussions, workshops, and group-based activities within CNRI initiatives. The training focused on core competencies such as communication skills, group facilitation techniques, ethical considerations, and managing diverse participant needs. Through interactive sessions and practice-based learning, participants developed confidence in leading structured discussions and ensuring inclusive participation. The program emphasized the role of moderators in creating safe, respectful, and engaging environments, particularly when addressing sensitive topics related to neurodiversity. This training served as an essential stepping stone for students to actively contribute to CNRI's academic and outreach activities.





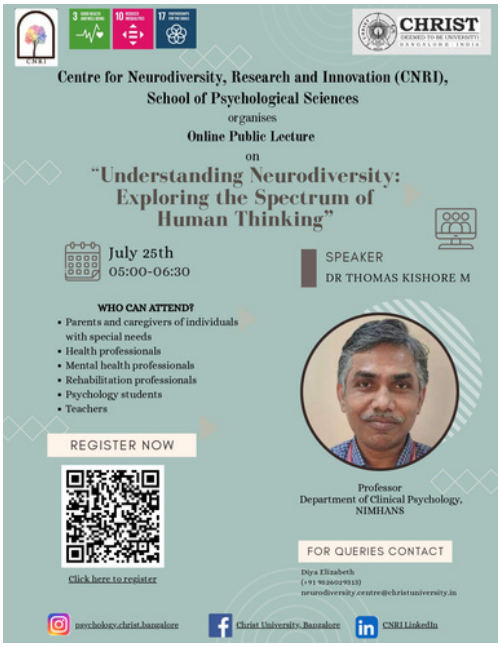
Advanced Moderator Training
Date: 28 January 2026

Building on foundational skills, the Advanced Moderator Training focused on enhancing students' facilitation capabilities in complex and dynamic settings. The program addressed advanced techniques such as managing group dynamics, handling resistance, guiding reflective discussions, and adapting moderation styles to varied audiences. Emphasis was placed on critical thinking, ethical sensitivity, and the ability to navigate nuanced conversations around neurodiversity and inclusion. Participants engaged in simulated scenarios and reflective exercises to refine their skills and develop a professional moderation style. The training prepared students to take on leadership roles in CNRI events, ensuring high-quality engagement and meaningful dialogue across academic and community platforms.

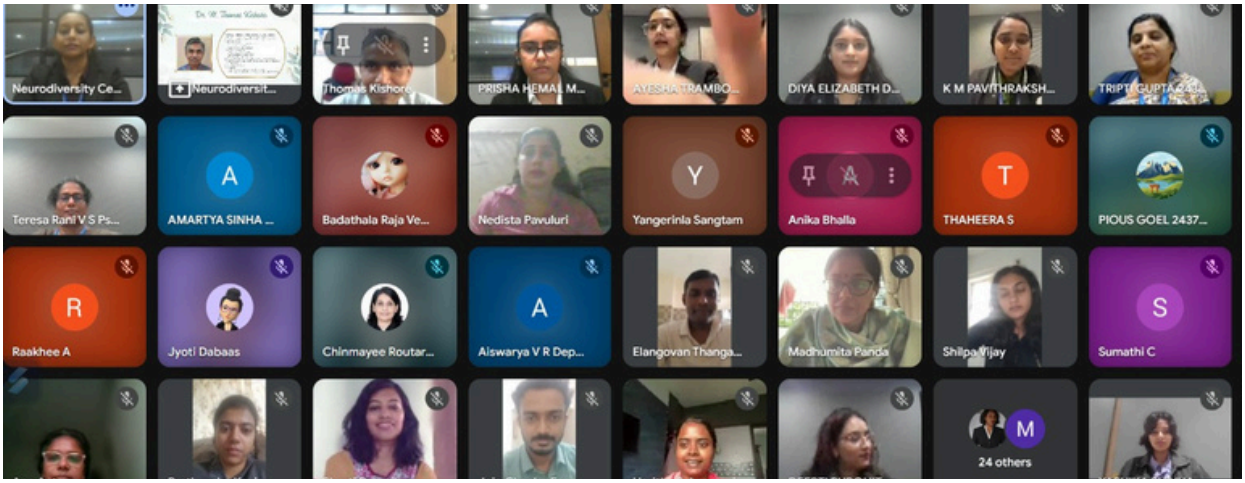
EXTENSION WING ACTIVITIES

Understanding Neurodiversity – Exploring the Spectrum of Human Thinking
Date: 25 July 2025

This online public lecture introduced participants to a strengths-based and non-pathological understanding of neurodiversity. Delivered by an expert from NIMHANS, the session emphasized that cognitive differences are natural variations rather than deficits, advocating for inclusive and empathetic educational practices. Key discussions included gaps in Indian disability law, particularly the exclusion of ADHD, and comparisons with international frameworks such as the IDEA Act. The lecture also highlighted the importance of developmentally sensitive approaches to diagnosis and classroom management. Through interactive discussions, participants gained insights into fostering inclusive environments and responding to neurodivergent behaviours with understanding and adaptability.





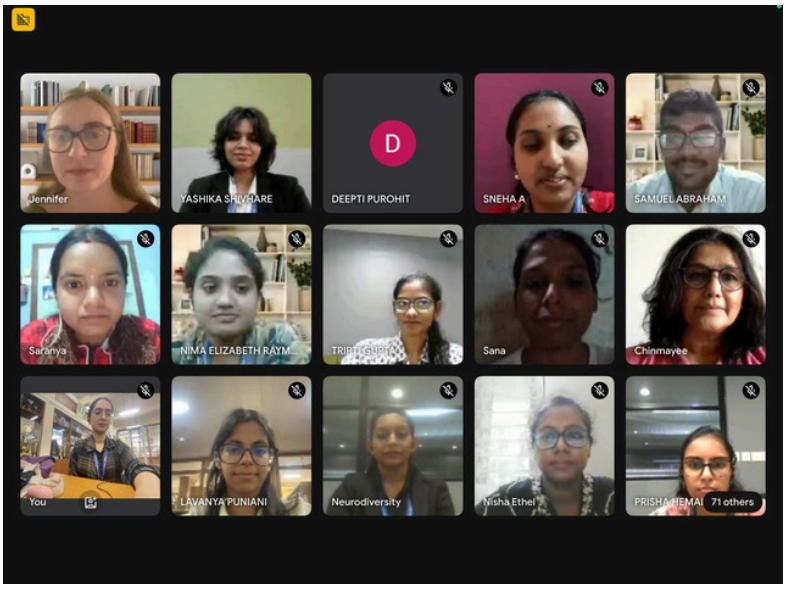


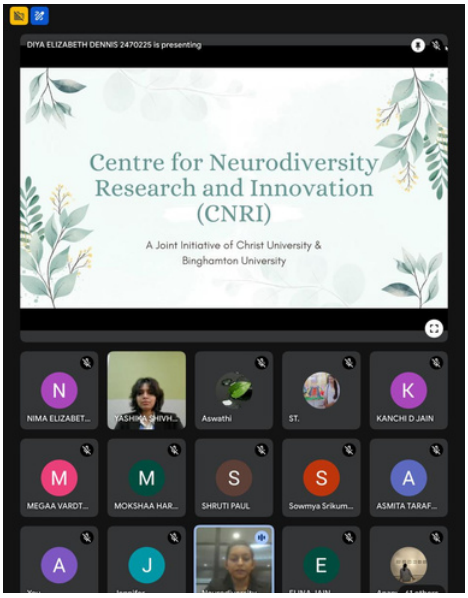
Why Neurodivergent Students Miss School – Hidden Barriers and Supportive Strategies
Date: 11 August 2025

This lecture explored the often-overlooked factors contributing to school absenteeism among neurodivergent students. Moving beyond surface-level explanations, the session highlighted underlying causes such as anxiety, disrupted routines, emotional dysregulation, and lack of inclusive school environments. Evidence-based frameworks, including the KITes model, were introduced to guide interventions involving educators, parents, and communities. The discussion emphasized that attendance reflects a child's emotional well-being and sense of safety, rather than mere compliance. Practical strategies such as flexible schooling approaches, parent-mediated interventions, and psychoeducation were shared. The lecture reinforced the need for systemic, collaborative efforts to create supportive educational ecosystems for neurodiverse learners.







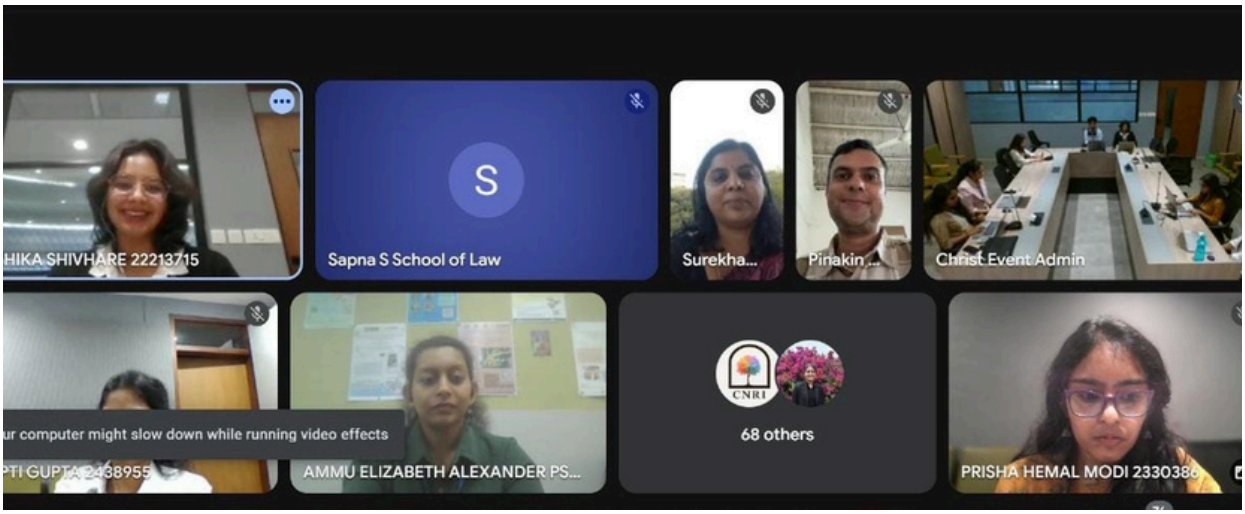


Legal Literacy and Policy Implementation – RPWD Act, NEP 2020, and Inclusive Education Mandates
Date: 24 November 2025

This session focused on enhancing awareness of key legal frameworks governing inclusive education in India. The lecture translated complex policies, including the RPWD Act (2016) and NEP (2020), into practical, implementable strategies for educators and professionals. Participants gained clarity on rights, entitlements, and institutional responsibilities in supporting individuals with disabilities. The discussion emphasized the importance of bridging the gap between policy and practice, ensuring that legal mandates translate into meaningful inclusion within classrooms and institutions. By simplifying legal concepts and contextualizing them within real-world scenarios, the session empowered participants to advocate for inclusive practices and uphold the rights of neurodivergent individuals.

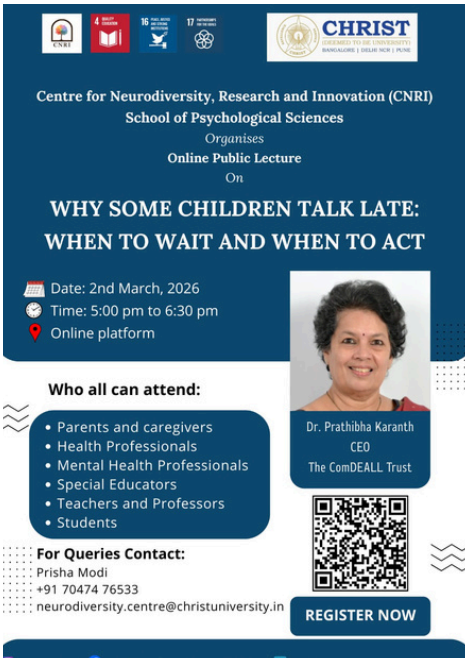




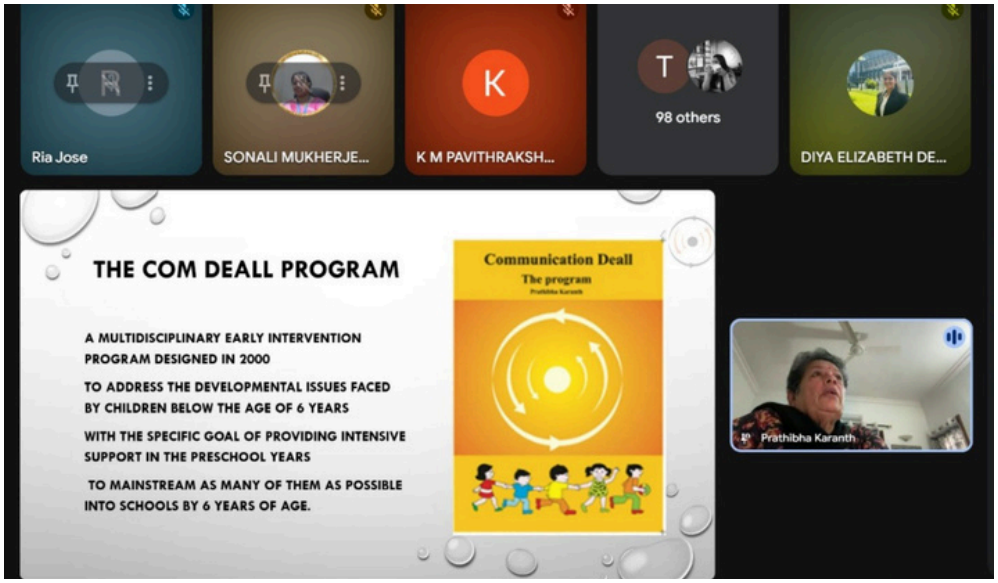


Why Some Children Talk Late – When to Wait and When to Act
Date: 02 March 2026

This lecture provided a comprehensive, evidence-based understanding of early communication development and delays in children. The session distinguished between speech, language, and communication while outlining developmental milestones from infancy onward. It emphasized the importance of early identification through standardized screening tools and highlighted the role of biological, social, and emotional factors in communication delays. Participants were introduced to practical resources such as the COM DEALL Early Intervention Program and app, designed to support early detection and intervention. The lecture underscored the importance of informed decision-making in determining when to monitor development and when to intervene, ultimately promoting better long-term outcomes for children.







Inclusion Fair: International Day of Persons with Disabilities
Date: 03 December 2025

The Inclusion Fair, organized as part of the International Day of Persons with Disabilities, served as an engaging platform to promote awareness, inclusion, and community participation. CNRI, in collaboration with Christ Special School and CogFit, set up an interactive stall showcasing handmade products created by neurodivergent students, highlighting their vocational skills and creativity. The event also featured cognitive assessment-based games, allowing participants to experience aspects of executive functioning, working memory, and problem-solving in an accessible format. Through hands-on engagement and dialogue, the fair emphasized shifting perspectives from disability to ability, fostering greater public awareness and appreciation of neurodiversity while encouraging inclusive community practices.



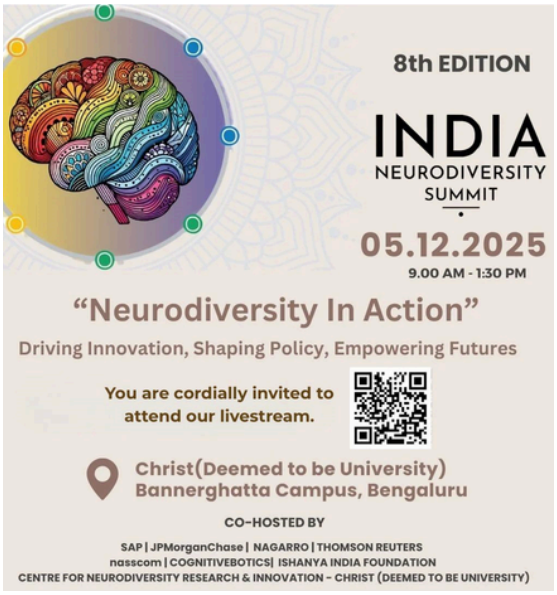






Neurodiversity Summit: Neurodiversity in Action – Driving Innovation, Shaping Policy, Empowering Futures
Date: 05 December 2025

The Neurodiversity Summit brought together a diverse group of experts from academia, industry, policy, and advocacy to engage in meaningful dialogue on advancing neurodiversity inclusion. Featuring speakers from organizations such as NIEPID, Youth4Jobs, India Autism Center, and Vidhi Centre for Legal Policy. Discussions highlighted the importance of inclusive workplaces, policy-level interventions, and collaborative efforts between stakeholders to create sustainable change. The summit gave students and participants hands-on exposure to how neurodiversity principles are applied in the real world, reinforcing CNRI's commitment to connecting research, practice, and societal impact.







Extension to Global Autism Convention
Date: 21 - 25 January 2026





As part of its outreach and engagement efforts, CNRI actively contributed to Global Autism Conference initiatives, focusing on promoting awareness and advocacy around neurodiversity. The contribution involved student-led participation, interactive engagement, and dissemination of knowledge on inclusive practices within a broader institutional platform. Through collaborative efforts, CNRI members facilitated conversations around neurodevelopmental conditions, inclusion, and the importance of supportive environments across educational and social contexts. The initiative also provided students with experiential learning opportunities, enabling them to apply theoretical knowledge in real-world settings while strengthening their communication, advocacy, and teamwork skills. Overall, the the contribution reflected CNRI's commitment to extending its impact beyond academic spaces into community-oriented engagement.



RESEARCH WING ACTIVITIES

Research Day 2026
Date: 16 February 2026

Research Day 2026 served as a platform to showcase emerging student-led research in the field of neurodiversity. The event featured a series of paper presentations covering diverse and contemporary topics such as adult ADHD, virtual autism, parental experiences of learning disabilities, and educator attitudes toward neurodivergent students. Participants engaged with both qualitative and quantitative approaches, reflecting methodological diversity and academic rigor. The event encouraged critical thinking, scholarly dialogue, and interdisciplinary perspectives among undergraduate and postgraduate students. By providing a space for dissemination and discussion, Research Day strengthened research culture within CNRI and highlighted its commitment to evidence-based understanding and innovation in neurodiversity studies.





Recognitions:

- Obtained International Shastri -Alberta students to India Grant (SASI)
- Received best poster award for 'A brief report on individualised family support plan (IFSP) in skill enhancement of students with neurodevelopmental disorders in GAC conference.

CNRI

NEURODIVERSITY-RELATED RESEARCH UNDER THE SCHOOL



The Centre's research initiatives focus on understanding neurodivergent experiences across the lifespan. Key areas of investigation include cognitive and sensory processing, family systems, developmental environments, and self-regulation, using diverse methodologies to enhance well-being and support.

Sensory & Cognitive Performance

- Sensory Processing & Filtering Studies
- Attention Networks & Focus Metrics
- Executive Function & Planning

Sibling Perspectives & Well-being

- Sibling Relationship Dynamics & Support
- Psychological Adjustment & Coping Strategies
- Sibling Role in Advocacy & Family Identity

Digital Environment & Early Development

- Screen Time & Media Impact Analysis
- Interactive Learning Tools & Neurodevelopment
- Digital Intervention Efficacy Assesment

Family Dynamics & Multi-Generational Care

- Impact of Caregiving on Family Structures
- Intergenerational Knowledge Transfer & Identity

Interoceptive Awareness & Regulation

- Internal Bodily Awareness & Perception
- Self-Regulation & Emotion Control Techniques
- Feedback
- • Biofeedback & Mind-Body Therapies

JUNE 2026

PRACTICE WING ACTIVITIES

Clinical Internship at Christ Special School

The Practice Wing, under the supervision of Dr. Uma Krishnan, facilitated a structured clinical internship at Christ Special School, providing students with comprehensive exposure to child assessment and intervention practices. The internship involved a formal selection process including SOP screening and interviews, ensuring preparedness for clinical training. Interns engaged in case history taking, behavioral observation, and administration of standardized assessments such as MISIC, VSMS, and BKT under supervision. They were also introduced to individualized intervention planning using behavior modification strategies. A key strength of the program was its multidisciplinary approach, where interns observed collaboration among psychologists, special educators, and therapists. Regular supervision and feedback sessions supported the development of clinical reasoning, documentation skills, and professional competencies in working with children with diverse developmental needs





Educational and capacity-building initiatives in Christ Special School

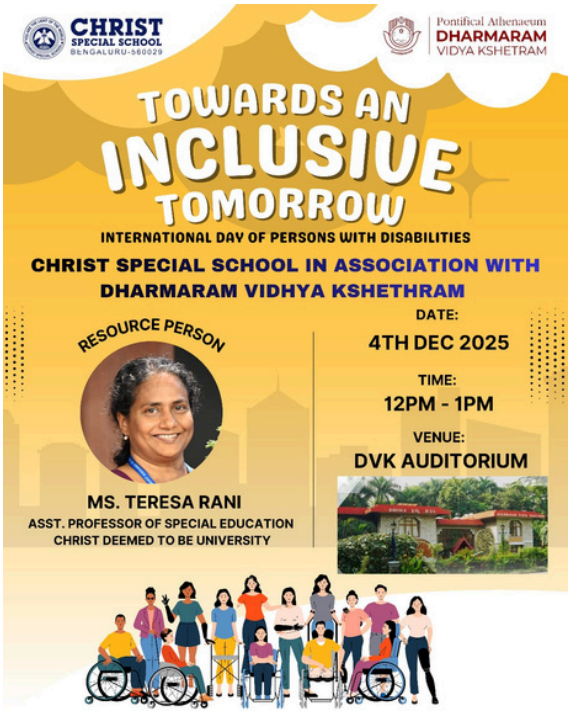
December 2025

Coordinated with the vocational team of Christ Special School to participate as part of CNRI in the Inclusion Awareness Program held at Jyoti Nivas on 3 December 2025.

On 3 December 2025, a visit was made to a child psychologist at St. John's Hospital (Unit of Hope) with the family of a Christ State School 5th-standard student. The consultation sought professional guidance on the student's developmental and behavioral concerns.

On 4 December 2025, an awareness session titled "Towards an Inclusive Tomorrow" was conducted at DVK for students of Theology, Philosophy, and Bachelor of Education, focusing on inclusive education and the role of educators in supporting children with diverse learning needs.

On 15 December 2025, a follow-up orientation session was conducted for new students on the Process of Individualized Family Service Plan (IFSP), Prompt Hierarchy, and Prompt Fading. From 15–17 December 2025, teachers collaborated to develop and review IFSP programs for each student, ensuring that individualized goals and intervention strategies were clearly outlined.





January 2026

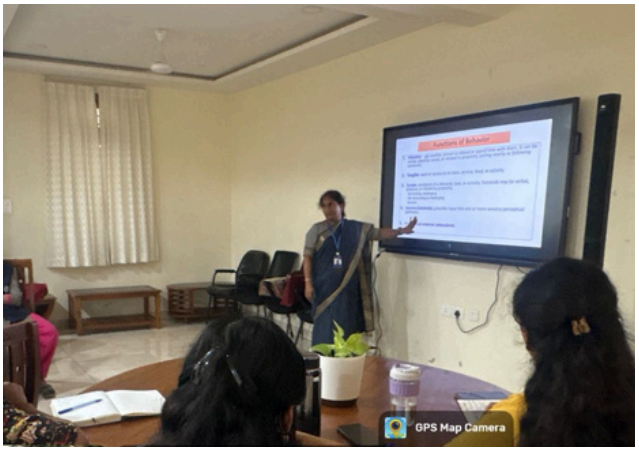
On 20 - 24 January 2026, a discussion was held with Ms. Neena, Junior Psychologist, regarding data collection for a poster presentation on the Individualized Family Support Plan (IFSP). A data collection format was developed and shared to facilitate systematic documentation of qualitative information from the teachers. This poster presentation secured first prize at the Convention.

On 29 January 2026, a meeting was conducted with Dr. Jennifer Gills and the Department of Computer Science at the Yeshwanthpur Campus regarding Special School Automation. The discussion focused on exploring technological solutions for improving data management and documentation within the school.

During February 2026, emphasis was placed on training, parent support, and community-based interventions.

On 9 February 2026, an orientation session was conducted for Educational Psychology interns on the topic "Prompting and Fading." The session focused on strategies used in special education to support skill acquisition and gradual independence among students. On the same day, a meeting was held with the parents of a student with autism (Secondary B) to discuss behavioral challenges and possible intervention strategies.

On 11 February 2026, a home visit was conducted for a student (Secondary B), residing in a hostel, at one of the Child Welfare Centers. The visit was to explore community-based rehabilitation, along with the class teacher and psychologist. The visit helped provide a better understanding of the student's home environment and opportunities for generalization of skills outside the school setting. The student's brother, 8 years old, is not in school. The case has been referred to the Social Worker of CSS with a contact to Don Bosco Manne, for his rehabilitation.





March 2026

March 2026 involved activities related to parent collaboration, academic planning, and student assessment. On 3 March 2026, a meeting was conducted with the parents of two students from Christ State School, along with the school counselor, to discuss their educational and behavioral challenges and to plan appropriate support strategies.

On 05 March 2026, a discussion was held regarding assessment tools, particularly the Functional Assessment and Curriculum Planning (FACP) and Life Skills Curriculum tool, to integrate these tools into the proposed
school automation system.

On 10 March 2026, the list of students for the academic year 2026 was finalized, and students were allocated to their respective sections based on their educational needs and program requirements.

On 14 March 2026, a Parent Training Program titled "Parents as Paraprofessionals" was conducted to equip parents with strategies to support their children's learning and development at home. From 16–27 March 2026, the Annual Skill Assessment of students was conducted. The assessment results were used for reviewing and setting IEP and IFSP goals for the
upcoming academic cycle.

In April 2026, further planning will be done for the next academic year with the CSS team.







CNRI INTERNSHIP

ABOUT THE INTERNSHIP

CNRI's year-long internship engaged BSc and MSc Psychology students in hands-on support roles across events and outreach. Interns managed logistics and audience coordination, provided technical support for workshops and talks, and contributed to content creation and resource preparation. They also assisted with special school visits, facilitating smooth interactions between CNRI staff and partner schools. Each wing had interns to support their activities. Research Wing included 11 interns, Extension/Outreach wing had 3 interns, Student Support Wing had 6 interns, Training Wing had 7 interns, and Practice Wing had 12 interns. The internship emphasized reliable operational support and collaborative execution, enabling CNRI's programs to run efficiently and enhancing interns' readiness for roles in education and rehabilitation sectors.

Central Campus
40

Yeshwanthpur Campus
2

Bannerghatta Campus
17

Kengeri Campus
18

Delhi NCR Campus
10





Orientation to Internship in CNRI
Date: 09 June 2025

The Student Orientation Program marked the initiation of interns into the Centre for Neurodiversity Research and Innovation (CNRI). The session provided a comprehensive overview of the centre's vision, structure, and multidisciplinary functioning across its various wings. Interns were introduced to internship outcomes, expectations, and the collaborative culture that underpins CNRI's work. Faculty members emphasized the importance of professionalism, ethical responsibility, and proactive engagement throughout the internship. The orientation also included formal onboarding procedures, reinforcing commitment and accountability. Overall, the session enabled students to align their learning goals with CNRI's objectives and prepared them for meaningful participation in research, training, and outreach activities.







INTERN EXPERIENCES

The internship served as a transformative experience for all participants, blending hands-on work with deep personal reflection. The program cultivated not only technical competencies but also a profound sense of purpose, initiative, and self-awareness among every participant.

Key Gains During the Internship

- Skill Development and Professionalism: Interns significantly strengthened their leadership, logistics, documentation, and communication skills. Beyond technical abilities, the program emphasized essential professional behaviors including taking initiative. These gains prepared interns to operate with confidence and professionalism in diverse work environments.
- Research and Exploration: The internship fostered strong research competencies, with interns gaining experience in reviewing literature, refining research methodology, and conducting systematic exploration of complex topics. This research foundation enabled them to approach problems with analytical rigor and intellectual curiosity.
- Event Planning and Process Management: Interns acquired practical knowledge in event preparation, process management, and organizational coordination. This hands-on experience taught them how to manage timelines, coordinate resources, and lead teams effectively.
- Understanding Neurodiversity and Communication: A significant learning outcome was developing in-depth understanding of neurodiversity and its various dimensions. Interns learned how to communicate effectively with younger generations from diverse backgrounds, building rapport and trust.

The internship delivered substantial skill development alongside profound reflective learning. Interns emerged not just with improved competencies in leadership, research, event management, and neurodiversity communication, but with a deeper understanding of their own professional potential and capacity for meaningful contribution. The reflections they shared demonstrate genuine growth, increased self-awareness, and enthusiasm for continuing their journey in these important fields. This program has successfully prepared them to make impactful contributions to their communities and professions.

Graduation Day
Date: 5 April 2026

The Graduation Day ceremony marked the culmination of the CNRI internship program, celebrating the contributions, learning, and growth of student interns. The event provided a platform to reflect on the diverse experiences gained across research, training, practice, and outreach activities. Faculty members and coordinators shared insights on the journey of the interns, acknowledging their dedication and professional development. The ceremony also highlighted key achievements and milestones, reinforcing the importance of interdisciplinary learning and collaboration. Graduation Day served not only as a formal closure but also as a moment of recognition and encouragement, inspiring students to continue contributing to the field of neurodiversity with competence and commitment.









MEET THE TEAM



Prof. Dr. Surekha C



Prof. Dr. Jennifer Gillis Mattson



Dr. Ammu Elizabeth Alexander



Dr. Uma Krishnan



Ms. Teresa Rani V S



Dr Bhuvaneshwari B



Dr Rajeshwari Muthukumaran

Dr. Surekha Chukkali, Dean & Professor, School of Psychological Sciences, Education and Social Work, CHRIST (Deemed to be) University
Prof. Dr. Jennifer Gillis Mattson, Co-Director, Institute for Child Development, Director, Binghamton Regional Center for ASD
Dr. Ammu Elizabeth Alexander, Assistant Professor, CHRIST (Deemed to be) University
Dr. Uma Krishnan, Assistant Professor, CHRIST (Deemed to be) University
Ms. Teresa Rani V S, Assistant Professor, CHRIST (Deemed to be) University
Dr. Bhuvaneshwari B, Assistant Professor, CHRIST (Deemed to be) University
Dr. Rajeshwari Muthukumaran, Assistant Professor, CHRIST (Deemed to be) University

JUNE 2026



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