

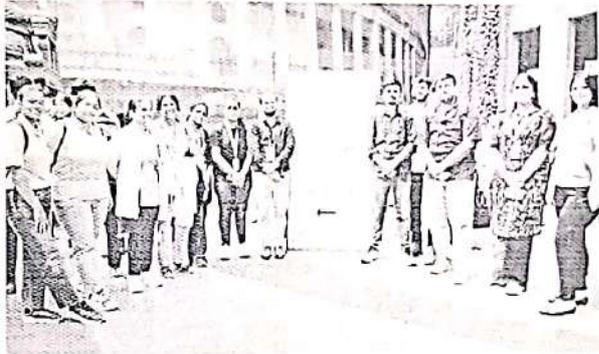
 <p><b>ASHTAVAKRA</b> Institute of Rehabilitation Sciences and Research 5, PSP Institutional Area Madhuban Chowk Rohini, Sector-14, Delhi-110085</p>	
<p><b>EVENT NAME:- UNDER- Hearing Impairment Department</b></p>	
<p><b>Title of Activity*</b></p>	<p>Awareness Programme on “Awareness of International ISL DAY ”</p>
<p><b>Values</b></p>	<p>Reliability + Ethical</p>
<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of the histories, traditions, Sing languages, and cultural practices of diverse cultural groups within the state.</li> <li>• Students will recognize and identify key Sign &amp; symbols, artifacts, and expressions associated with different sign language.</li> <li>• Students will demonstrate an understanding of their own Regional sign language identity and how it shapes their perspectives and interactions with others.</li> <li>• Students will develop empathy and respect for others sign language diverse cultural backgrounds, recognizing the value of cultural diversity within the state wise sign language.</li> </ul>
<p><b>Organizedby(Dept./Centre/Cells/Clubs/ CommitteesName)*</b></p>	<p><b>Hearing Impairment Department</b></p>
<p><b>Program Theme*</b></p>	<p>Awareness Programme on “Awareness of International ISL DAY ”</p>



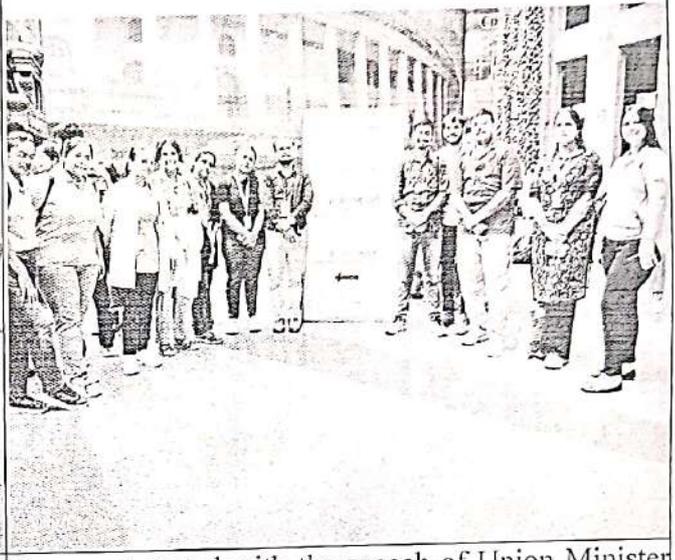
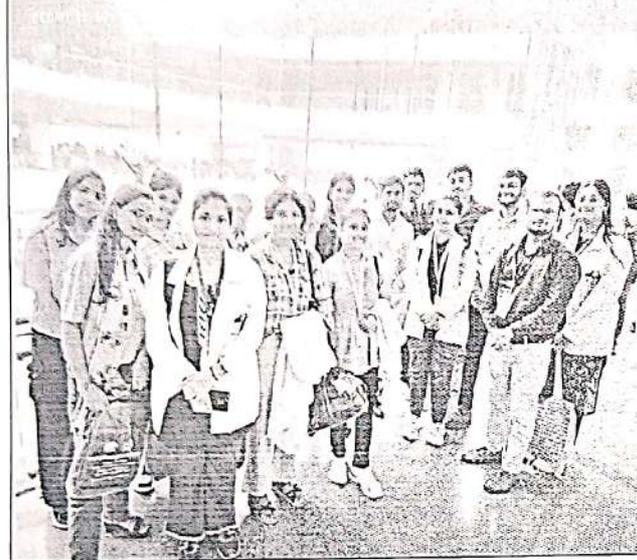
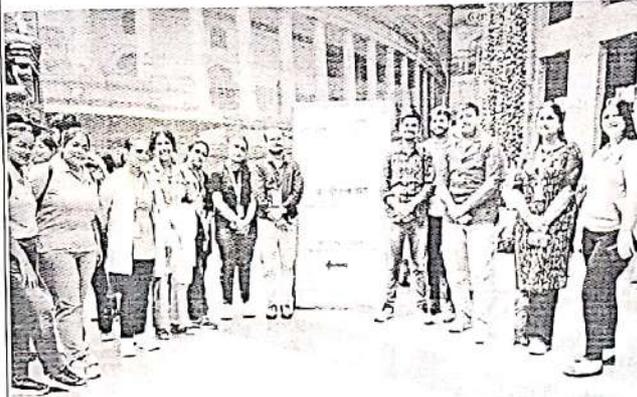
External Expert/Internal Expert

Mr. Prabhat Ranjan



<b>Date*</b>	23 <sup>rd</sup> Sept. 2024
<b>Time*</b>	11:00 to 3:30 pm
<b>Venue</b>	Dr. Ambedkar International Centre, Janpath.
<b>Poster/Flyer/Notice*</b>	<p style="text-align: center;"><b>ASHTAVAKRA INSTITUTE OF REHABILITATION SCIENCES AND RESEARCH, ROHINI</b></p>  <p style="text-align: center;">Our Students visited to Indian Sign Language Research And Training Centre, New Delhi</p> <p style="text-align: center;">WWW.Ashtavakra.in    info@rehab.tecniia.in    011-27550012/13</p>
<b>Social media link</b> (promoting in anyone Facebook/Instagram/Twitter is mandatory)	<a href="https://www.instagram.com/reel/DATXiyjIL03/?igsh=MTcydnczYXNhaTJhNw==">https://www.instagram.com/reel/DATXiyjIL03/?igsh=MTcydnczYXNhaTJhNw==</a>
<b>No. of Students*</b> (only no. to be written, list in excel or words should be maintained at department level as proof for any further requirement)	20
<b>No. of Faculty*</b> (only no. to be written, list in excel or words should be maintained at department level as proof for any further requirement)	1
<b>No. of External Participants</b> (students+ faculty) [write NA if not applicable]	NA
<b>(Geotag) Photograph*</b>	
Photograph of the Event with the Caption	





**Report: Description in  
(min250tomax800 words)\***

The event started with the speech of Union Minister Shri B.L. Verma launches several new initiatives aimed at making education and employment opportunities more inclusive for the Deaf community Union Minister of State for Social Justice & Empowerment (SJE), Shri B.L. Verma presided over as the Chief Guest at the Sign Language Day-2024 celebrations today, at Bhim Hall, Dr. Ambedkar International Centre, Janpath, New Delhi. Shri Rajesh Aggarwal, Secretary (DEPwD), graced the occasion as the Guest of Honour. The theme for this year's event is "Support Sign Language Rights".

In collaboration with the Department of Empowerment of Persons with Disabilities (DEPwD), M/o SJE, the Indian Sign Language Research and Training Centre (ISLRTC) organized the event to mark International Sign Language Day today. During the event, Shri B.L. Verma launched several new initiatives aimed at making education and employment opportunities more inclusive for the deaf community.

He motivated the students to the Participated at Ashtavakra Institute of Rehabilitation Sciences and Research Rohini Sector -14 New Delhi. The students



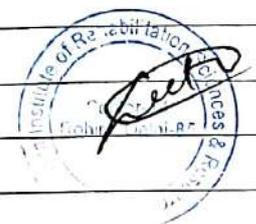
of B.Ed SE showed their interest and asked their questions without hesitation. The aim of the event was to motivate students and aware them about the awareness of different sign language.

<b>Recourse Person</b>	NA
<b>Attendance Sheet*</b>	<i>Attachedattheend of Report</i>
<b>Feedback</b>	Thank you for provides such a amazing program. I really enjoyed the taming session and I am excited to participate related to other program. More knowledgably program.
<b>Report Submitted by Convener (write faculty coordinator name)</b>	Mr.Prabhat Ranjan
<b>For Office Use</b>	
<b>Signature of Event Coordinator</b>	<b>Signature of School/Department Head (WithSeal)</b>
<b>List of Beneficiary</b>	

Fields marked with\*\*'are mandatory

### LISTOFSTUDENT PARTICIPANTS

S.No.	Nameof Volunteer	Class
1.	Nitesh	B.Ed
2.	Khushi	B.Ed
3.	Tanisha	B.Ed
4.	Swapnil	B.Ed
5.	Karishma	B.Ed
6.	Anugraha	B.Ed
7.	Hema	B.Ed
8.	Deepali	B.Ed
9.	Harsh	B.Ed
10.	Rinki	B.Ed
11.	Ratna	B.Ed
12.	Madavi	B.Ed
13.	Drishhti	B.Ed
14.	Harsh	B.Ed
15.	Neha	B.Ed
16.	Mansi	B.Ed
17.	Geeta	B.Ed



18	Pratiksha	B.Ed
19	Teena	B.Ed
20	Mukul	B.Ed

*Heets*





## Report on Mock Interview Assessment of Learning and Assessment for Learning

**Date:** October 25<sup>th</sup>, 2024  
**Location:** AIRSR, Campus  
**Time:** 10:00 AM - 1:00 PM  
**Organizer:** HI Department

**Introduction** A mock interview was conducted to evaluate the understanding and application of assessment methods in education, specifically focusing on **Assessment of Learning (AoL)** and **Assessment for Learning (AfL)**. The interview aimed to analyze the differences, purposes, and impacts of both assessment types in an educational setting.

### Objectives of the Mock Interview

1. To assess knowledge of AoL and AfL among participants.
2. To evaluate the ability to differentiate between summative and formative assessments.
3. To examine the application of these assessment methods in real classroom scenarios.
4. To provide constructive feedback for improvement.

**Interview Process** The mock interview involved a panel of assessors posing a series of structured and situational questions to the participants. The questions covered:

- Definitions and purposes of AoL and AfL.
- Examples of assessment tools used in both categories.
- The impact of these assessments on student learning and teacher instruction.
- Challenges faced in implementing these assessments.
- Strategies for improving assessment techniques in classrooms.

### Findings and Observations

#### 1. Understanding of Concepts

- Most participants demonstrated a clear understanding of the basic definitions of AoL and AfL.
- Some confusion was noted in differentiating their applications, particularly in identifying when assessments transition from formative to summative.



## 2. Application in Teaching

- Participants were able to provide examples such as standardized tests, final exams (AoL), and quizzes, peer assessments, feedback loops (AfL).
- A few candidates struggled with linking assessment results to instructional modifications.

## 3. Challenges Identified

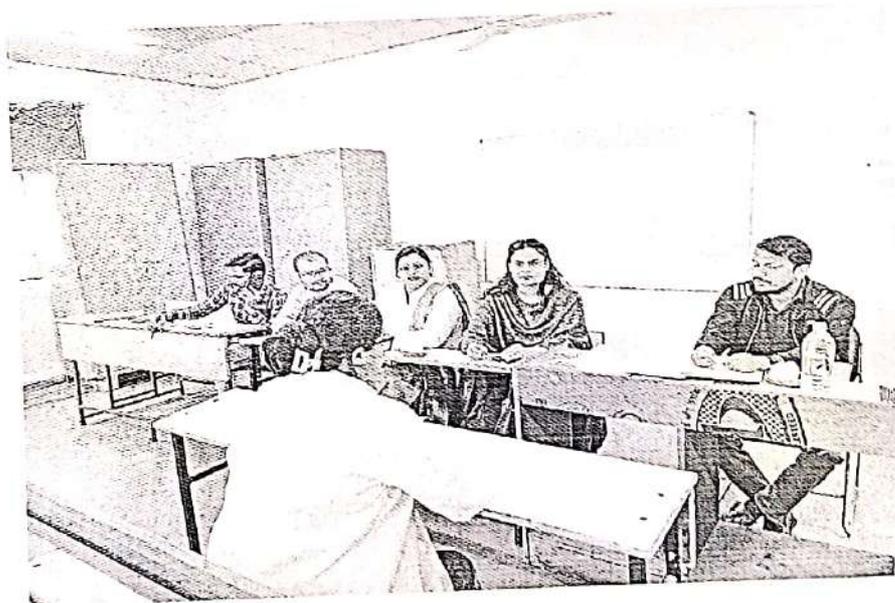
- Time constraints in implementing AfL effectively.
- Difficulty in ensuring consistency and fairness in AoL practices.
- The need for professional development to enhance teachers' assessment literacy.

## 4. Recommendations for Improvement

- Regular training sessions for educators on formative assessment strategies.
- Incorporation of technology to facilitate real-time feedback and adaptive learning.
- Encouraging a culture of self-assessment and peer evaluation among students.
- Enhancing collaboration among teachers to develop standardized assessment frameworks.

**Conclusion** The mock interview provided valuable insights into the understanding and implementation of **Assessment of Learning** and **Assessment for Learning**. While participants displayed a strong theoretical grasp, practical application and overcoming implementation challenges remain areas for development. The feedback from the panel suggests a need for continued professional development and strategic improvements in assessment methodologies to enhance student learning outcomes.

## Glimpses





### List of the students

S. No.	Name of the Student	Enrolment No.
1.	NEHA	352312224
2.	GEETA	35252312224
3.	MUKUL	152312224
4.	AFSANA	252312224
5.	TEENASHOKEEN	452312224
6.	MANSHI	452312224
7.	PRATIKA	35352312224
8.	SWAPNIL GARG	00952312223
9.	RINKI VERMA	00652312223
10.	SAKSHI GUPTA	00552312223
11.	NITESH	00852312223
12.	ANUGRAHA	00752312223
13.	KARISHMA	001352312223
14.	DRISHTI	00452312223
15.	VIPEN MALIK	00352312223
16.	HARSH	01252312223
17.	AKSHAY	01152312223
18.	MADHAVI	35152312223
19.	KHUSHI DAGAR	35252312223
20.	DEEPALI	00152312223
21.	TANISHA	35352312223
22.	HEMA VATS	00252312223
23.	RATNA PRIYA	1052312223





# ASHTAVAKRA

Institute of Rehabilitation Sciences and Research

5, PSP Institutional Area Madhuban Chowk Rohini, Sector-14, Delhi-110085



## Report of Role play

**Date:** September 25<sup>th</sup>, 2024

**Location:** AIRSR, Campus

**Time:** 10:00 AM - 1:00 PM

**Organizer:** HI Department

### **Introduction**

On, September 25<sup>th</sup>, 2024, the Department of Hearing Impairment (HI) conducted a role play activity on the theme "Awareness of Disability". This initiative provided participants with the opportunity to practice their skills, receive constructive feedback, and enhance their confidence in professional settings.

### **LEARNING OUTCOME:**

#### Key Learning Outcomes

The role-play activity produced several key learning outcomes for the participants:

- 1. Enhanced Awareness of Disability Challenges:** Participants gained first-hand experience in understanding the physical, emotional, and social barriers faced by individuals with disabilities. Many reported a heightened awareness of the difficulties in accessing public spaces, transportation, and essential services.
- 2. Empathy and Perspective-Taking:** By stepping into the role of someone with a disability, participants were able to experience the frustration, isolation, and discrimination that people with disabilities often face. They expressed a deeper emotional connection to the challenges and were more empathetic to the experiences of others.
- 3. Improved Communication Skills:** Participants were challenged to find alternative ways to communicate, particularly in the scenario involving a deaf individual. This improved their adaptability and creative thinking in communication, which is essential in a diverse and inclusive environment.
- 4. Problem-Solving and Teamwork:** In scenarios where participants had to work together to overcome obstacles (e.g., assisting someone with a disability to access a space), the activity promoted teamwork and problem-solving. Participants learned to collaborate, offering solutions to make environments more accessible.



**5. Understanding of Legal and Social Obligations:** The role-play raised awareness of legal requirements (e.g., ADA compliance in public buildings) and social responsibilities. Participants discussed the importance of making workplaces, schools, and public areas inclusive for all individuals.

The role-play activity on the theme "Awareness of Disability" was organized to promote understanding, empathy, and inclusivity towards individuals with disabilities. This activity aimed to challenge participants to consider the daily experiences of people with disabilities and to reflect on how societal norms and attitudes affect them.

#### **Examples of scenarios included:**

##### *Scenario 1: Navigating Public Spaces in a Wheelchair*

Participants played the role of a person using a wheelchair, attempting to access a building without ramps or elevators.

##### *Scenario 2: Communicating with a Deaf Person*

A participant assumed the role of a person with hearing loss, while others had to find ways to communicate effectively without speaking.

##### *Scenario 3: Working with a Colleague with Cognitive Impairment*

Participants role-played a workplace scenario where a team member had a cognitive impairment, requiring others to adapt their communication and task delegation.

#### **4. Participant Roles**

Each participant was assigned a specific role in the scenario:

- a. **Person with a Disability:** A participant who experienced the simulated challenges.
- b. **Bystanders:** Other participants who interacted with the person with a disability, representing societal attitudes and reactions.
- c. **Facilitators:** Participants who guided the role-play, ensuring the scenario stayed on track and debriefed after each session.

#### **FEEDBACK FROM PARTICIPANTS**

Feedback was collected from participants through a post-activity debrief and written evaluations. The following are some key reflections:

- a. **Increased Sensitivity:** Many participants noted that they were previously unaware of how daily activities can be challenging for people with disabilities. The role-play opened their eyes to the importance of thoughtful design and inclusive policies.



b. Improved Interpersonal Skills: Participants mentioned that the activity helped them develop better interpersonal skills when interacting with people who have disabilities, such as patience, active listening, and compassion.

c. Suggestions for Real-World Application: Some participants expressed interest in applying what they learned to their personal and professional lives, advocating for more accessibility in public spaces or workplaces.

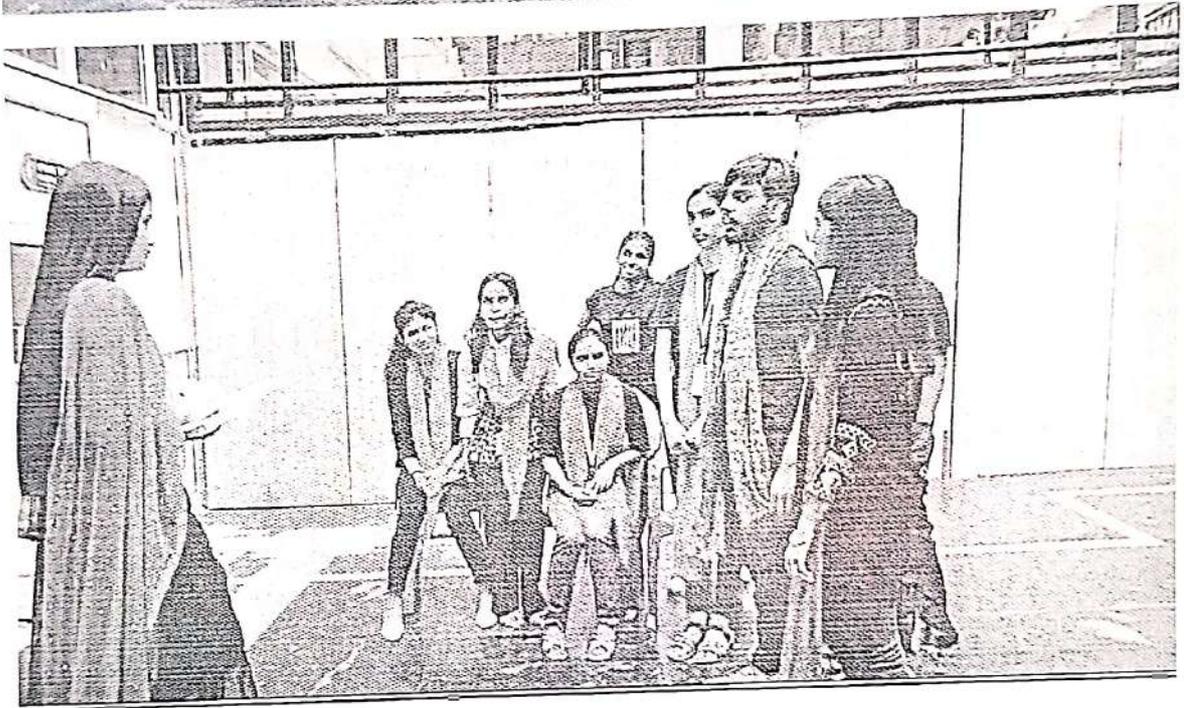
### CONCLUSION

The role-play on disability awareness was successful in achieving its goals. Participants walked away with a deeper understanding of the daily challenges faced by people with disabilities and were encouraged to foster more inclusive, accessible, and empathetic environments in their personal and professional lives.

The activity highlighted the importance of recognizing disabilities not only as physical impairments but also as challenges that society can address through better communication, design, and attitudes. Continuous education and awareness-raising efforts will help in creating a more inclusive world for everyone.

### GLIMPSES OF EVENT







**LIST OF BENEFICIERS**

S. NO.	Students Name	Enrollment No.
1	Swapnil Garg	00952312223
2	Rinki Verma	00652312223
3	Sakshi Gupta	00552312223
4	Nitesh	00852312223
5	Anugraha	00752312223
6	Karishma	001352312223
7	Drishti	00452312223



8	Vipen Malik	00352312223
9	Harsh	01252312223
10	Akshay	01152312223
11	Madhavi	35152312223
12	Khushi Dagar	35252312223
13	Deepali	00152312223
14	Tanisha	35352312223
15	Hema Vats	00252312223
16	NEHA	352312224
17	GEETA	35252312224
18	MUKUL	152312224
28	AFSANA	252312224
19	TEENASHOKEEN	452312224
20	MANSHI	452312224
21	PRATIKSHA	35352312224

