

G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
Sidhwan Khurd, Ludhiana

Report on Visit to School for the Deaf Children

The students of Bachelor of Education, Masters of Education and Diploma of Guidance and Counselling of G.H.G. Harparkash College of Education, Sidhwan Khurd visited School for the Deaf Children, Hambran Road, Ludhiana on 09th April 2024. Under the guidance of Dr. Manjeet Kaur and Dr. Geeta Kundi, 25 students got the opportunity to observe the learning environment, interact with students and teachers, and gain insights into the challenges and successes of educating children with hearing and speech impairments.

Purpose of visit

Visiting special schools is an integral part of the training and education of B.Ed., M.Ed. and Diploma students, providing them with valuable insights, experiences, and skills to become effective and inclusive educators.

Building Empathy and Sensitivity: Interacting with deaf and dumb students fosters empathy, understanding, and sensitivity among students. They develop a deeper appreciation for the unique abilities and perspectives of individuals with disabilities and learn how to create inclusive and supportive learning environments.

Understanding Special Needs Education: Visiting deaf and dumb schools provides students with first-hand experience in special needs education. They learn about the challenges faced by students with hearing and speech impairments and explore ways to address these challenges through differentiated instruction, assistive technologies, and support services.

Professional Development: The visit allows students to gain insights into inclusive education practices and strategies for catering to diverse learners. They learn how to adapt instructional methods, curriculum materials, and assessment techniques to meet the needs of deaf and dumb students effectively.

Observation and Exposure: B.Ed. students visit such schools to observe the teaching methods, classroom management techniques, and learning environment tailored for students with hearing and speech impairments. This exposure helps them understand the unique needs of these students and the specialized approaches used in their education.



School Observation

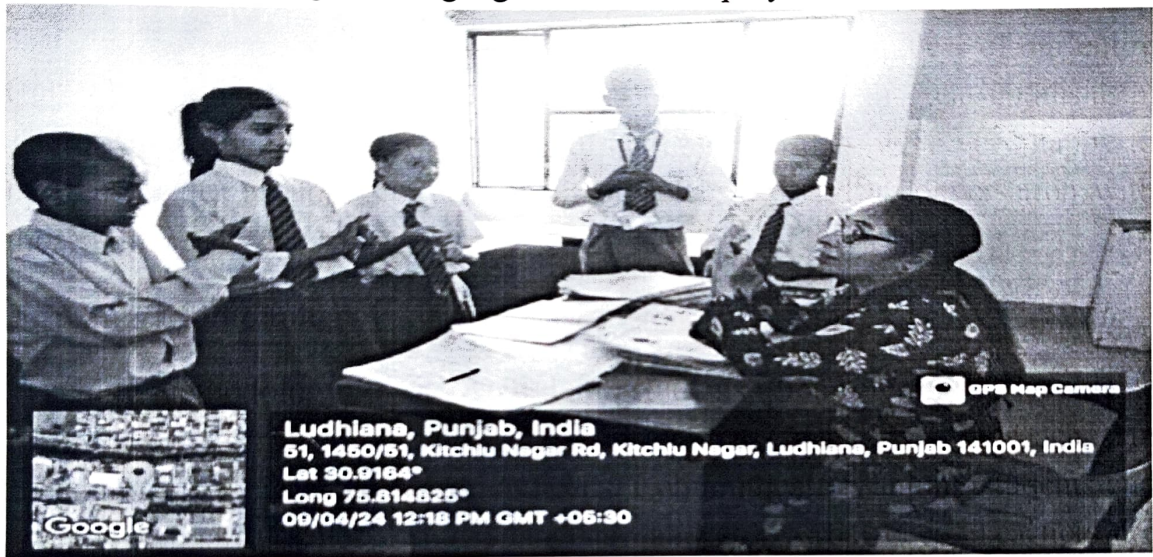
Upon arrival, we were warmly welcomed by the school staff that provided an overview of the institution's mission and objectives.

The School Principal has told us that this school as established in 1971 with 2 students. Now Children of different ages, from nursery to standard twelfth study in this school. The School for Deaf and Dumb, Hambran Road, is home to 160 children, of which 30 students reside permanently in its hostel. It is serving as the city's only school for deaf and dumb children. The institute not only caters to these special children from Ludhiana but also Chhattisgarh, Jammu & Kashmir, Maharashtra, Haryana and Rajasthan. It is number one school of North India. The school has started vocational courses like web designing, makeup, cooking, fashion designing etc. The school provide 2 year diploma courses. To encourage the students, annual function is organised every year. The students show excellent result in board exams.

The children were very pleasantly excited to receive the members of our entire team. The volunteers of our team greeted the students with great enthusiasm. There was a huge smile on the faces of children and they were very happy to meet us. After a short introduction of ourselves we had a conversation with those children

Teaching Methodology

Teaching methodology for deaf and dumb students often referred to as students who are deaf or hard of hearing (DHH) involves specialized approaches to accommodate their unique learning needs. Communication among students and teachers primarily relies on sign language and non-verbal cues. Teachers are proficient in sign language and employ innovative methods



to ensure effective communication with students. Additionally, students are encouraged to express themselves through art, dance, and drama, fostering creativity and self-expression.

Support Services

The school provides comprehensive support services to address the diverse needs of its students. This includes **speech therapy sessions**, **occupational therapy**, and **counselling** to enhance communication skills, motor development, and emotional well-being. Dedicated staff members work closely with students to provide individualized support and encouragement.

Student Engagement

During the visit, students observed students actively engaged in various learning activities. Despite their hearing and speech impairments, the students demonstrated enthusiasm and eagerness to participate. Classroom activities included group discussions, storytelling sessions using sign language, and hands-on learning experiences.

Placement of deaf and dumb students

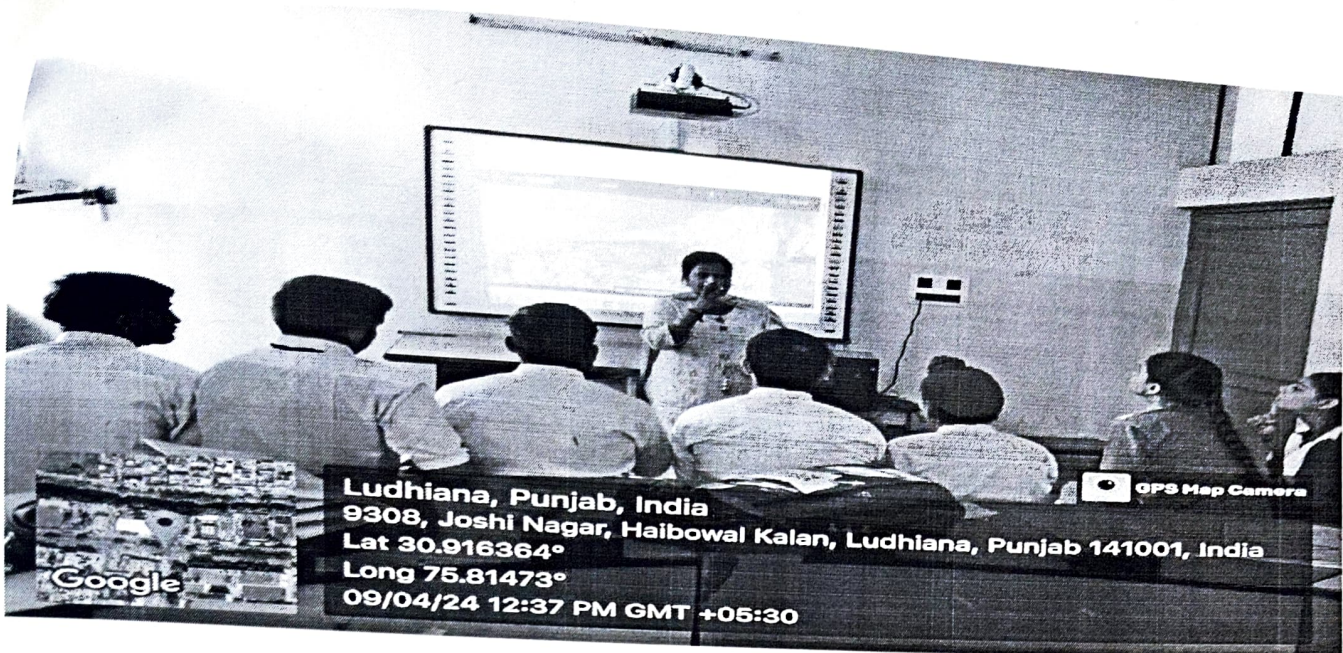
Placement of deaf and dumb students, or students who are deaf or hard of hearing (DHH), can occur in various fields and settings, depending on their individual abilities, interests, and career goals. Here are some fields where DHH individuals can pursue employment and make valuable contributions:

- Education
- Technology and Engineering
- Government and Public Service
- Arts and Entertainment
- Entrepreneurship

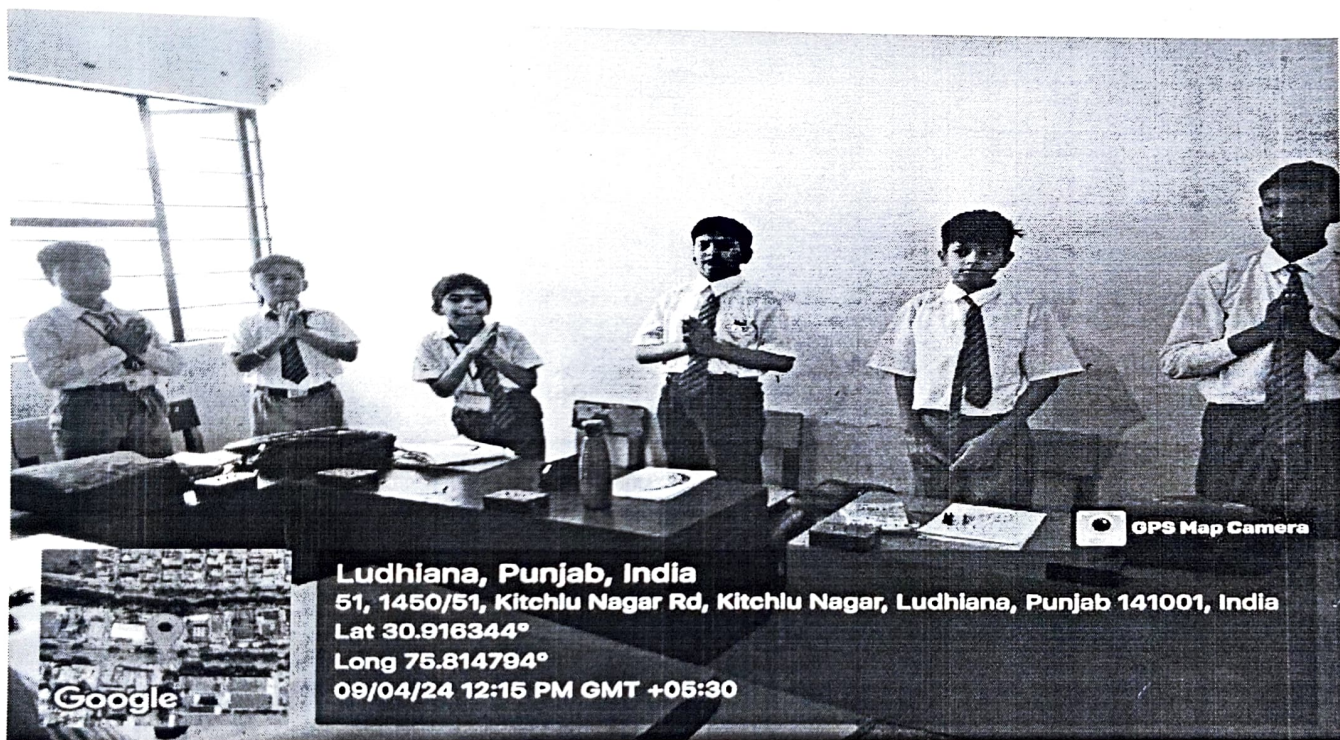
Challenges and Recommendations

- The school faces challenges related to limited resources, including funding for specialized equipment and educational materials. It is recommended that the school administration explore avenues for securing additional funding and grants to enhance the learning environment and support services for students.
- Continuous professional development programs for teachers and staff are essential to enhance their skills in working with deaf and dumb students. Training workshops, seminars, and certification courses should be organized to equip educators with the necessary knowledge and techniques to support student learning effectively.
- There is a need for greater community awareness and acceptance of deaf and dumb individuals. The school should organize outreach programs and awareness campaigns to promote understanding, reduce stigma, and foster inclusion within the community.

Visiting School for Deaf and Dumb Children was an enriching experience, highlighting the dedication and commitment of the staff to provide quality education and support to its students. By addressing resource constraints, promoting community awareness, and investing in professional development, the school can continue to create a nurturing and inclusive learning environment for children with hearing and speech impairments.




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