



PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA,
KAVATHE MAHANKAL, DIST. SANGLI

DEPARTMENT OF PSYCHOLOGY

FIELD-WORK

(Academic Year: 2023-24)



**Shikshan Prasarak Sanstha's
Padmabhushan Vasantraodada Patil Mahavidyalaya, Kavathe Mahankal
DEPARTMENT OF PSYCHOLOGY**

REPORT OF FIELD-WORK (2023-24)

Title	Education System For Intellectual Disability Children
Place	Shivajirao (Bapu) Shendage Residential School For Mental Retarded Children, Kavathe Mahankal, Dist. Sangli
Day & Date	Thursday, 04 th January, 2024
Organizer	Department of Psychology
Participants	Teachers: 03, Students: 20, Total: 23
Coordinator	Dr. Vinod Kamble
Background	The field-work in school for children with intellectual disabilities is a crucial aspect of special education and inclusive practices. This type of field-work provides opportunities for educators and students to gain hands-on experience working with children who have intellectual disabilities.
Objectives	<ol style="list-style-type: none">1. To gain a better understanding of the needs and challenges faced by intellectual disabilities children and the overall functioning of the educational institution.2. To gain practical, hands-on experience working with children who have intellectual disabilities.3. To understand and contribute to the principles of inclusive education for students with diverse abilities.4. To develop skills in assessing and evaluating the progress of children with intellectual disabilities.
Outcomes	<ol style="list-style-type: none">1. Observing classrooms and interacting with teachers helped psychology students to understand the specialized education techniques used for children with intellectual disabilities.2. A visit allowed individuals to witness the diverse range of abilities and needs among students and observing these differences can help break stereotypes and foster a better understanding of individual needs.3. Students learnt about the support services available to children with intellectual disabilities, such as speech therapy, occupational therapy and counselling.4. The visit inspired a commitment to promoting inclusivity and advocating for the rights and well-being of individuals with intellectual disabilities.
Conclusion	The field-work highlighted the commendable efforts of the school in providing a nurturing and inclusive learning environment for mentally challenged children. Students learnt valuable insights into the challenges and opportunities faced by both students with intellectual disabilities and educators in the field.





PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA

KAVATHE MAHANKAL, Dist. Sangli (Maharashtra) Pin- 416 405

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Website : www.pvpkm.org

Ref No. PVPKM/ 2023-24 / 623

Date : 03/01/2024

प्रति,

मा. मुख्याध्यापक

शिवाजीराव (बापू) शेंडगे निवासी मतीमंद मुलांचे विद्यालय,

कवठेमहाकाळ

विषय : शैक्षणिक अभ्यासक्रमातर्गत क्षेत्र भेटीस परवानगी मिळणेबाबत

महोदय,

आमचे महाविद्यालयातील मानसशास्त्र विभागामार्फत शिक्षक व विद्यार्थी-विद्यार्थिनी शैक्षणिक अभ्यासक्रमातर्गत दि. ४/१/२०२४ रोजी आपले विद्यालयास भेट देणार आहेत. तरी संबंधितांना क्षेत्र भेटीस आपली परवानगी मिळावी व भेटीदरम्यान आवश्यक माहिती देवून त्यांना सहकार्य करावे, ही विनंती.

आपला विश्वासू,

प्राचार्य

पद्मभूषण वसंतरावदादा पाटील महाविद्यालय
कवठेमहाकाळ जि. सांगली.

PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA

Kavathe Mahankal, Dist. – Sangli (Maharashtra) Pin – 416405

Principal: Prof. Dr. M. K. Patil
Website: www.pvpcollegekm.com

Phone No.: 02341-222014
E-mail: kmpvp@rediffmail.com

PVPMKM/

Date: 01/01/2024

नोटीस

मानसशास्त्र विषयाच्या सर्व विद्यार्थ्यांना सूचित करण्यात येते की, मानसशास्त्र विभागामार्फत एक दिवसीय क्षेत्र-कार्य (Field-Work) करणेसाठी दिनांक 04/01/2024 रोजी "शिवाजीराव (बापू) शेंडगे निवासी मतीमंद मुलांचे विद्यालय, कवठे महाकाळ" या ठिकाणी जाणार आहे. सदर क्षेत्र-कार्य सर्वांसाठी आवश्यक आहे. तरी विद्यार्थ्यांनी आपली नावे प्रा. दिपक सूर्यवंशी यांचेकडे नोंद करावीत.



Head
Department Of Psychology

P.V.P. Mahavidyalaya, K. Mahankal, Dist. Sangli



शिवाजीराव (बापू) शेंडगे निवासी मतीमंद

मुलांचे विद्यालय, कवठे महाकाळ. जि. सांगली. Mob. 9765721231, 9773222263

जावक क्र. - 42/2024

दिनांक : 03/01/2024

To,
The Principal,
Padmabhushan Vasantrodada Patil Mahavidyalaya,
Kavathe Mahankal, Dist. Sangli

Subject: Permission Letter regarding Field-Work

Reference: PVPMKM/2023-24/623 Date – 03/01/2024

Respected Sir/Madam,

With reference to your letter regarding organizing a field-work by Department of Psychology, Padmabhushan Vasantrodada Patil Mahavidyalaya, Kavathe Mahankal in our school.

I agree and granted permission for field-work as on 04/01/2024 at 11.00 am.

Regards.



Shendge
मुख्याध्यापक

शिवाजीराव (बापू) शेंडगे निवासी मतीमंद
मुलांचे विद्यालय, कवठे महाकाळ, जि. सांगली.

**PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA,
KAVATHE MAHANKAL, DIST. SANGLI**

DEPARTMENT OF PSYCHOLOGY

FIELD-WORK

(Academic Year: 2023-24)

TITLE



**EDUCATION SYSTEM FOR INTELLECTUAL
DISABILITY CHILDREN**

PLACE



**SHIVAJIRAO (BAPU) SHENDAGE RESIDENTIAL SCHOOL
FOR MENTAL RETARDED CHILDREN,
KAVATHE MAHANKAL, DIST. SANGLI**

DURATION



04th January, 2024

11.00 am. to 3.00 pm.



OBJECTIVES



A field visit to a school for Intellectual Disability children have various objectives, each aimed at gaining a better understanding of the needs and challenges faced by these children and the overall functioning of the educational institution.

- 1. Observation and Teaching Methods:** Observe different teaching methods and approaches used by educators to cater to the diverse learning abilities of mentally retarded children. Assess the effectiveness of teaching tools, technologies, and adaptive strategies.
- 2. Interaction with Students:** Interact with the students to understand their unique needs, challenges, and experiences. Identify areas where additional support or specialized interventions may be required.
- 3. Engagement with Teachers and Staff:** Meet with teachers, special education professionals, and support staff to discuss their experiences, challenges, and successes in working with mentally retarded children. Understand the training and professional development needs of the staff.
- 4. Assessment of Facilities and Infrastructure:** Evaluate the physical environment, including classrooms, playgrounds, and other facilities, to ensure they are conducive to the needs of mentally retarded children. Check for accessibility and safety measures to accommodate the special requirements of the students.
- 5. Assessment of Inclusive Practices:** Evaluate the level of inclusivity within the school environment, ensuring that mentally retarded children are integrated into various activities alongside their peers. Identify opportunities for fostering a supportive and inclusive school culture.
- 6. Identification of Resource Gaps:** Identify any resource gaps, whether in terms of human resources, teaching materials, assistive technologies, or other support services. Make recommendations for addressing these gaps to improve the overall quality of education.
- 7. Professional Development Opportunities:** Explore opportunities for professional development for teachers and staff to enhance their skills in catering to the needs of mentally retarded children. Suggest training programs or workshops that could be beneficial.

FIELD-WORK REPORT



INTRODUCTION:

Intellectual Disability:

Intellectual disability, formerly known as mental retardation, is a condition characterized by limitations in intellectual functioning and adaptive behaviors. It typically manifests before the age of 18 and affects an individual's ability to learn, reason, problem-solve, and adapt to everyday life. Intellectual disability is a lifelong condition, and its severity can vary widely, ranging from mild to profound. Here are key components of intellectual disability:

- **Intellectual Functioning:**

Individuals with intellectual disability have below-average intellectual functioning, often measured by an intelligence quotient (IQ) score below 70. However, IQ scores alone do not capture the full complexity of intellectual abilities.

- **Adaptive Behaviors:**

Adaptive behaviors encompass a range of practical, everyday skills required for independent living. These skills include communication, self-care, social skills, and the ability to navigate the demands of daily life. Difficulties in adaptive behaviors contribute to the challenges individuals with intellectual disability may face in various environments.

- **Onset before Adulthood:**

Intellectual disability becomes apparent during the developmental period, typically before the age of 18. Early identification and intervention are crucial to providing support and maximizing an individual's potential.

- **Severity Levels:**

Intellectual disability is categorized into different severity levels based on IQ scores and the degree of impairment in adaptive behaviors. The severity levels include mild, moderate, severe, and profound.

- **Causes:**

Intellectual disability can have various causes, including genetic factors, prenatal exposure to toxins or infections, perinatal complications, and postnatal factors. Some cases may result from a combination of genetic and environmental influences.

- **Multifaceted Challenges:**

Individuals with intellectual disability may face challenges in education, employment, social relationships, and independent living. Support services and interventions are designed to address these challenges and enhance the individual's quality of life.

- **Individualized Support:**

Effective management involves individualized support and interventions tailored to the person's specific strengths and challenges. This may include special education services, vocational training, behavioral therapy, and community-based programs.

It's important to note that terminology has evolved, and the use of the term "mental retardation" has been replaced by "intellectual disability" to promote more respectful and inclusive language. Additionally, understanding and addressing the unique needs of individuals with intellectual disability contribute to fostering a more inclusive and supportive society.

Intellectual Disable Children and their Education:

When addressing the education of children with intellectual disabilities, it's essential to recognize that each child is unique, and their educational needs may vary. The term "mental retardation" has been largely replaced by the term "intellectual disability" in contemporary discourse, emphasizing a more respectful and inclusive language.

Here are some key considerations for the education of children with intellectual disabilities:

- **Individualized Education Plan (IEP):**

Each child with an intellectual disability should have an Individualized Education Plan (IEP) tailored to their specific needs, strengths, and challenges. This plan outlines educational goals, services, and accommodations to support the child's learning.

- **Inclusive Education:**

Promoting inclusive education is crucial, where children with intellectual disabilities are included in general education classrooms as much as possible. Inclusive environments foster socialization and provide opportunities for learning from peers without disabilities.

- **Special Education Services:**

Some children may benefit from special education services, such as small group instruction, individualized support, or assistive technology. Special education professionals, including

special education teachers, speech therapists, and occupational therapists, may be involved in providing these services.

- **Adapted Curriculum:**

The curriculum should be adapted to meet the child's cognitive abilities and learning style. This may involve modifying teaching methods, using visual aids, incorporating hands-on activities, and focusing on functional life skills.

- **Parental Involvement:**

Collaboration between parents and educators is vital. Parents can provide valuable insights into their child's strengths and challenges, and they can work with educators to reinforce learning at home.

- **Social and Emotional Support:**

Children with intellectual disabilities may face challenges in social and emotional development. Creating a supportive and inclusive school environment can help foster positive relationships and emotional well-being.

- **Transition Planning:**

As children with intellectual disabilities approach adulthood, it's essential to have transition plans in place to support their transition from school to post-school life. This may include vocational training, employment opportunities, and independent living skills.

- **Professional Developments for Educators:**

Teachers and school staff should receive ongoing professional development to enhance their understanding of effective strategies for teaching children with intellectual disabilities. This includes understanding diverse learning styles and implementing evidence-based practices.

- **Advocacy and Awareness:**

Advocacy efforts can help raise awareness about the needs of children with intellectual disabilities and promote policies that support inclusive education. This involves collaboration among parents, educators, and community members.

It's important to note that attitudes towards intellectual disabilities have evolved, and there is a growing emphasis on fostering inclusion, respect, and dignity for all individuals, regardless of their abilities. Educational approaches should be flexible, responsive, and focused on the overall well-being and development of each child.

INFORMATION COLLECTED FROM FIELD VISIT:

During the field visit to a school for intellectual disabled children, several key observations and insights were gathered. The purpose of the visit was to understand the educational environment, support systems, and overall well-being of the students. Punyshlok Ahilyadevi Holkar Smarak Smriti Samiti, Sangli established "Shivajirao (Bapu) Shendage Residential Mental Retarded Children School, Kavathe Mahankal" in year 2006 with Permanently Non-grant Basis. The main purpose of the school was to provide education to intellectually disable children in rural area and make them self-reliant as well as brought them in mainstream of society. Total 49 students admitted in the school in which 44 are boys and 05 are girls. They all are age ranging between 6 to 18 years. The Teacher-Student ratio is 1:5.

- **Educational Programs:**

The school offered a state board as well as self-designed curriculum catering to the diverse needs and abilities of the students. Individualized education plans (IEPs) were observed, reflecting personalized learning goals for each student. The teaching staff utilized a variety of teaching methods, incorporating visual aids, hands-on activities, and repetitive learning to enhance understanding.

- **Support Services:**

Trained special education professionals, including Teachers, Nurse, and Care takers were actively involved in the student's development. Total 14 number of staff is recruited in the school. The school appeared to have a multidisciplinary approach to address the diverse needs of the students, ensuring comprehensive support.

- **Engagement and Interaction:**

Positive teacher-student interactions were evident, fostering a supportive and inclusive learning environment. Peer interaction and socialization opportunities were encouraged through group activities such as sports, group discussion, cultural activities etc. promoting a sense of community among the students.

- **School Infrastructure and Facilities:**

The school appeared to have adequate facilities to cater to the needs of mentally challenged children. There is one 4000 sq. ft. building in which 05 classrooms, 02 washrooms, 01 hall in included. Classrooms were designed with sensory considerations, such as subdued lighting and

minimal distractions. Specialized learning spaces were identified for activities aimed at cognitive and motor skill development.

- **Parental Involvement:**

There was an emphasis on involving parents in the educational process, with regular communication channels established to discuss progress and address concerns. Workshops and support groups were organized to educate parents on effective strategies for supporting their children at home. But only 10% parents involved in this process.

- **Challenges and Opportunities:**

The school faced challenges related to resource constraints and the need for ongoing professional development for staff. School is lacked with human resource as well as technology based equipment's. Opportunities for improvement included exploring technology-based interventions and expanding community partnerships to enhance support services.

- **Emphasis on Inclusion:**

The school demonstrated a commitment to inclusive education, aiming to integrate students into mainstream activities whenever possible. Inclusive practices were observed, promoting a sense of belonging among the students. Students are given vocational training such as sculpturing, painting, Rakhi-making, envelop-making etc. As well as teachers help students to get jobs in local area and various schemes of government such as pension, loan for business etc.

In conclusion, the field visit highlighted the commendable efforts of the school in providing a nurturing and inclusive learning environment for mentally challenged children. While challenges exist, the dedication of the staff and the personalized approach to education contribute to the overall positive atmosphere of the school.

OUTCOMES



A field-work to a school for children with intellectual disabilities, often referred to as a mental retardation school, was provided valuable insights into the challenges and opportunities faced by both students and educators.

➤ **Understanding Specialized Education:**

Observing classrooms and interacting with teachers helped psychology students to understand the specialized education techniques used for children with intellectual disabilities. This may include tailored teaching methods, individualized education plans (IEPs), and the use of assistive technologies.

➤ **Insight into Diverse Abilities:**

A visit allowed individuals to witness the diverse range of abilities and needs among students. Intellectual disabilities can manifest in various ways, and observing these differences can help break stereotypes and foster a better understanding of individual needs.

➤ **3. Awareness of Supportive Services:**

Students learnt about the support services available to children with intellectual disabilities, such as speech therapy, occupational therapy, and counseling. Understanding how these services are integrated into the educational environment can provide insights into holistic care.

➤ **Teacher and Staff Interaction:**

Observing how teachers and support staff interact with students was revealed the importance of patience, empathy, and adaptability in working with children with intellectual disabilities. It may also highlight the dedication and passion of educators in this field.

➤ **Community Integration:**

Students witnessed efforts made by the school to integrate children with intellectual disabilities into the broader community. This could include partnerships with local businesses for vocational training or community outreach programs.

➤ **Parental Involvement:**

Field visit provided an opportunity to understand the role of parents in the education of children with intellectual disabilities. This involvement can be crucial for creating a supportive network for both the children and their families.

➤ **Challenges Faced:**

Observing the day-to-day activities can shed light on the challenges faced by the school, teachers, and students. These challenges may include resource limitations, societal stigmas, and the need for ongoing professional development.

➤ **Success Stories:**

A field visit may also uncover success stories and achievements of students, showcasing the positive impact of specialized education and support services. Recognizing these successes is essential for fostering a positive outlook on the capabilities of children with intellectual disabilities.

➤ **Promoting Inclusivity:**

The visit inspired a commitment to promoting inclusivity and advocating for the rights and well-being of individuals with intellectual disabilities. This could lead to increased community awareness and support.

➤ **Reflection and Advocacy:**

After the field visit, students reflected their own attitudes and assumptions about intellectual disabilities. This reflection can lead to advocacy efforts, promoting inclusivity and support for individuals with intellectual disabilities in society.





शिवाजीराव (बापू) शेंडगे निवासी मतीमंद

मुलांचे विद्यालय, कवठे महाकाळ. जि. सांगली. Mob. 9765721231, 9773222263

जावक क्र.- 43/2024

दिनांक : ५ / १ / २०२५

To,
The Principal,
Padmabhushan Vasantrodada Patil Mahavidyalaya,
Kavathe Mahankal, Dist. Sangli

Field-Work Completion Certificate

This is to certify that, a field-work organized by Department of Psychology, Padmabhushan Vasantrodada Patil Mahavidyalaya, Kavathe Mahankal in our school is completed satisfactorily. In this Field-Work 03 Teachers and 20 Students were participated.



Abonait
मुख्याध्यापक
शिवाजीराव (बापू) शेंडगे निवासी मतीमंद
मुलांचे विद्यालय, कवठेमहाकाळ, जि. सांगली.

Padmabhushan Vasantrodada Patil Mahavidyalaya
Kavathe Mahankal, Dist.-Sangli (Maharashtra) Pin-416405

Principal: Prof. (Dr.) M. K. Patil
Website: www.pvpcollegekm.com

Phone No.: 02341-222014
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PVPMKM/

Date: 04/01/2024

Field-Work Completion Certificate

This is to certify that, a field-work organized by Department of Psychology, Padmabhushan Vasantrodada Patil Mahavidyalaya, Kavathe Mahankal at **Shivajirao (Bapu) Shendage Residential School for Mental Retarded Children, Kavathe Mahankal, Dist. Sangli** on dated 04/01/2024 has been completed satisfactorily. In this Field-Work 03 Teachers and 20 Students were participated.



PRINCIPAL,
Padmabhushan Vasantrodada Patil
Mahavidyalaya, K.Mahankal, Dist-Sangli

Shikshan Prasarak Sanstha's
Padmabhushan Vasanturadada Patil Mahavidyalaya, Kavathe Mahankal

Department of Psychology
FIELD-WORK

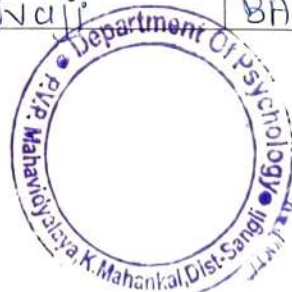
(Academic Year: 2023-2024)

Place - Shivajirao (Bapu) Shendage Residential School For Mental Retarded Children,
Kavathe Mahankal, Dist. Sangli

Date - 04/01/2024

List of Participants and Attendance

Sr. No.	Name of the Student	Class	Signature
1	Siddarth Sanku Suryawanshi	BA III	S.S.S
2	Sidy ANIL Suryawanshi	B. A III	SABW
3	Buya Aashu Rajendra	B. A I	ARB
4	Patil Rasika Uday	B. A I	Bl u. Patil
5	Dobire gayatri Santosh	BA. I	Dobire
6	shesware shweta nishikant	B. A - I	s.n.shesware
7	Snehal Dipaka Pawar	B. A - I	Sapaw
8	shweta sandeepa Bhosale	12 th	S.S.Bhosale
9	Ruturaj Sambhaji Patole	B. A II	R.P.
10	Dipak Rajkumar Patole	B. A. II	D.Patole
11	Pratibharesh Vasant Shinde	B. A. II	P.Shinde
12	SAVANTA GANPATI ZITE	BA-II	S.G.Zite
13	DNKAR Dillip Sapt Sagare	BA - I	S.S.Sagare
14	Sagar. Dattaraj Suryawanshi	BA - I	S.S.
15	Aviraj Anil Jagtap	BA - I	A.Jagtap
16	Sanket Sambhaji Chavan	BA - I	S.S.Chavan
17	Saniya Mahesh Hatekar	BA - II	S.Hatekar
18	Sonali Suresh Patole	BA - II	S.Patole
19	Mithali Dattaji Bandgar	BA - II	M.D.Bandgar
20	Gadgaode Kavita Shivaji	BA II	K.Gadgaode



Glimpses of Field-Work

General Information about school given by Mr. Thengil V. A.



Students participated in Field-Work with school staff



Glimpses of Field-Work

Teaching methods elaborated by Smt. Patil S. S.



Skill development described by Mr. Aswale V. B.

