REPORT ON THE FIELD VISIT TO SNEHADEEPTHY SPECIAL SCHOOL

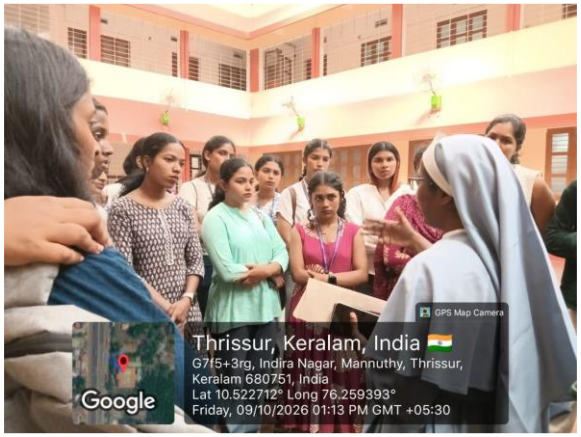
An academic visit to Snehadeepthy Special School, Mannuthy, Thrissur, was conducted on 9th October 2026 as part of the academic activities of the B.Sc. Psychology Honours programme, in connection with the course *Foundations of Abnormal Psychology*. A total of 26 students participated in the visit under the guidance of Dr. Hiya Roy. The visit aimed to provide practical exposure to the functioning of a special education institution and to familiarise students with the educational, developmental, and therapeutic services provided to children with special needs.

The visit commenced with an introduction to the institution, its activities, and the various services offered to the children. The participants had the opportunity to interact with the children and observe their activities within the school environment. This provided valuable insights into their individual needs and highlighted the importance of appropriate care, attention, and individualised support in promoting their learning and development.

The vocational training section was also visited to observe the practical skill-development activities undertaken by the students. These activities demonstrated the importance of vocational training in fostering functional abilities, self-reliance, independence, and skills required for everyday living. The students also visited the sensory, occupational therapy, developmental, speech therapy, and physiotherapy rooms, gaining an understanding of the different interventions provided to address the sensory, communication, physical, and developmental needs of the children. The facilities highlighted the importance of integrating educational activities with appropriate therapeutic interventions to support holistic development.

The visit provided valuable practical exposure to the functioning of a special education institution and the multidisciplinary approaches adopted to support children with special needs. It enhanced the participants' understanding of the roles of special educators and therapists in addressing individual developmental needs and emphasised the significance of individualised care, skill development, and coordinated educational and therapeutic support.

Overall, the academic visit was successfully conducted and served as a meaningful learning activity that connected theoretical knowledge from the course *Foundations of Abnormal Psychology* with practical observations. The experience highlighted the importance of compassionate, professional, and individual-centred approaches in promoting the learning, development, well-being, and independence of children with special needs.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