



**MARUDHAR KESARI JAIN**  
**COLLEGE FOR WOMEN**  
(AUTONOMOUS)

Vaniyambadi, Tirupattur DT - 653 751

Recognized u/s 2(F) & 12(B) of UGC Act 1956 | Accredited with "A+" Grade by NAAC (4th Cycle) | Permanently Affiliated to Thiruvalluvar University | Supported by DST - FIST



INSTITUTION'S  
INNOVATION  
COUNCIL  
(Ministry of HRD Initiative)  
4 STAR Rating

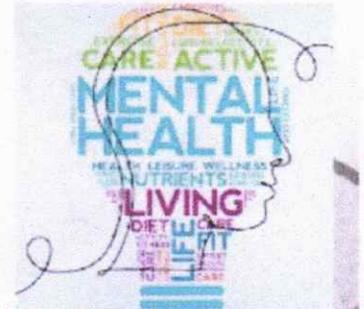
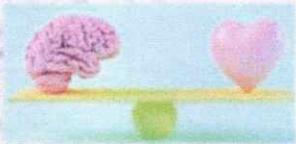


**SCHOOL OF LIFE SCIENCES**  
**IVAN PAVLOV ASSOCIATION OF THE**  
**PG DEPARTMENT OF PSYCHOLOGY**  
**EXTENSION ACTIVITY**

on

**FOUNDATIONS OF PSYCHOLOGICAL**  
**PRACTICE**

Date : 11.02.2026



**Venue: IELC Manns School for the**  
**Mentally Retarded, Bargur**

V. Dilip Kumar Jain  
President

Dr. C. Asokan  
Dean

Anand Singhvi  
Secretary

Ms. M. Ayesha Sabeen  
Head

Dr. M. Inbavalli  
Principal

**PRINCIPAL**  
Marudhar Kesari Jain College  
for Women (Autonomous)  
Vaniyambadi - 635 751.  
Tirupattur District



**MARUDHAR KESARI JAIN  
COLLEGE FOR WOMEN (AUTONOMOUS), VANIAMBADI**

**Activity Report**

Name of the Department / Club / Association / Cell	PG DEPARTMENT OF PSYCHOLOGY		
Title of the Programme / Event	EXTENSION ACTIVITY - FOUNDATIONS OF PSYCHOLOGICAL PRACTICE		
Association With	-		
Alignment of this Programme with	SDGs <input checked="" type="checkbox"/> Viksit Bharat 2047 <input type="checkbox"/> State / National Schemes <input type="checkbox"/> NEP 2020 <input type="checkbox"/> MOU activity <input type="checkbox"/> Others <input type="checkbox"/>		
Mode	OFFLINE		
Type of Activity	OUTREACH		
Level	INTRA DEPARTMENTAL		
Date	From : 11.02.2026	To : 11.02.2026	
Venue	IELC MANN'S SCHOOL FOR THE MENTALLY RETARDED, BARGUR		
Resource Person Details	-		

**Objectives:**

1. To develop awareness about intellectual and visual disabilities and the importance of equal opportunities.
2. To help students develop compassionate attitudes towards children with special needs.
3. To create awareness about special education and rehabilitation services
4. To understand the role of special schools, teachers, and structured interventions.
5. To provide real-time exposure to working with children with special needs

**Summary Report**

The Ivan Pavlov Association of the PG Department of Psychology, functioning under the School of Life Sciences, Marudhar Kesari Jain College for Women (Autonomous), organized an extension activity titled "**Foundations of Psychological Practice**" on 11.02.2026 at IELC Manns School for the Mentally Retarded, Bargur.

A total of 49 students — 31 from I B.Sc Psychology, 16 from II B.Sc Psychology, and 2 from I M.Sc Psychology — actively participated in the programme. The students enthusiastically engaged in and conducted various activities for the children of the institution as part of their experiential learning and community outreach initiative.

## **Schedule of Activities**

### **11:10 a.m – Introduction to the Mentally Challenged School**

The programme began with a warm welcome and an introductory session by the Correspondent of the IELC Manns School for the Mentally retarded. He explained the vision, mission, and functioning of the institution, types of intellectual and developmental disabilities present among the students, and the importance of individualized teaching methods.

### **11:30 a.m – 12:35 a.m – Interaction with Mentally Challenged Students**

The students of the PG Department of Psychology of Marudhar Kesari Jain College for Women (Autonomous), Vaniyambadi interacted with mentally challenged children from Class I to Class V. Simple and engaging activities such as “Hello–Hi” interaction and Inside Out–based emotional activities were conducted to build rapport and encourage expression.

During this session, our students carried out:

Individual interaction with students and their teachers was carried out

Students observed classroom behavior, attention span, emotional responses, and communication patterns

Teachers explained the nature of the children’s disorders, behavioral challenges, and classroom management strategies

This session helped Psychology students understand intellectual disabilities, emotional regulation, and behavior management in real classroom settings.

### **12:45 p.m – 12:50 p.m – Introduction to the Visually Challenged School**

The Principal of the visually challenged school introduced the institution and explained the educational system followed for visually impaired children, highlighting inclusive learning and independence training.

### **12:50 p.m – 01:20 p.m – Interaction with Visually Challenged Students**

Students interacted with visually impaired children from Class I to Class VI. Individual interactions were carried out with the students and their teachers.

During this session, our students learnt about:

Braille language

Classroom behavior and learning adaptations

Teaching aids used for visually impaired children

Psychological resilience and confidence among visually challenged students

The interaction emphasized the importance of sensory compensation, adaptive learning, and emotional strength.

## Psychological Relevance of the Extension Activity

From a psychological perspective, the extension activity provided insight into:

- Intellectual and developmental disabilities
- Emotional and behavioral patterns in children with special needs
- Inclusive education practices
- Empathy development and social responsibility
- Role of psychologists in special education and rehabilitation

The activity strengthened students' understanding of human diversity and mental health awareness.

## Outcomes of the Extension Activity

1. Students developed a deeper understanding of the challenges and strengths of mentally and visually challenged children.
2. The visit fostered compassion, patience, and respect for diversity, paving way for improved empathy and inclusive attitudes.
3. Students gained firsthand experience in interacting with children with special needs and observing classroom behavior.
4. Students learnt about intellectual disabilities, visual impairment, and intervention strategies.
5. The activity motivated students to participate actively in outreach and social service initiatives.

## Conclusion

The extension activity to IELC Manns School for the Mentally Retarded, Bargur was a meaningful and enriching experience for the students of the PG Department of Psychology. The visit successfully fulfilled its objectives by promoting empathy, inclusiveness, and practical understanding of special education. It reinforced the importance of community engagement and the role of psychology in supporting individuals with special needs.

## Participants Count :

**Internal Participants** : Faculty :2 ; Students: 49  
**External Participants** : Faculty: 10 ; Students : 125

*M. Jeyalakshmi*  
HOD 13/2/2016

*A. Jeyalakshmi*  
Dean 13/2/2016

*J. Jeyalakshmi*  
23/2/2016  
IQAC Director

*M. Jeyalakshmi*  
23/2/2016  
Principal  
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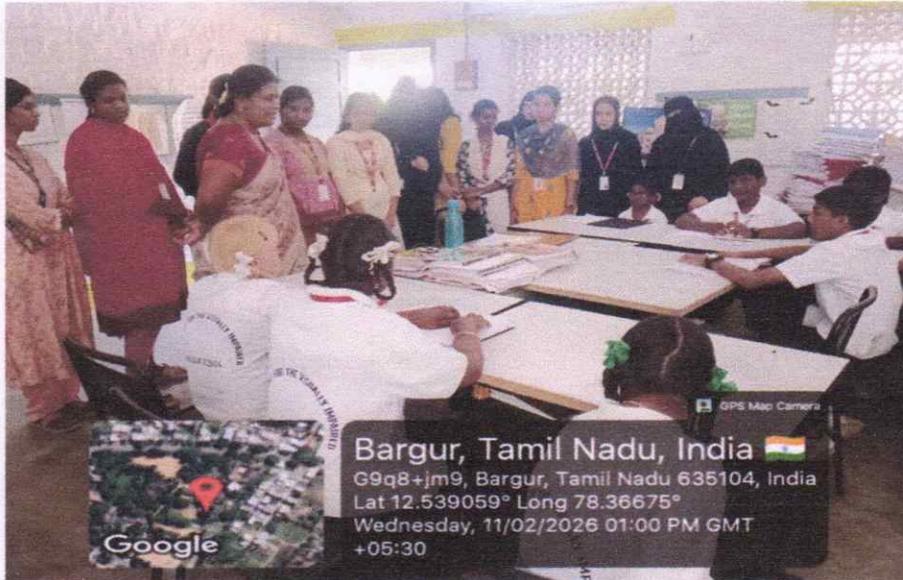


**MARUDHAR KESARI JAIN  
COLLEGE FOR WOMEN (AUTONOMOUS), VANIYAMBADI**

**PG DEPARTMENT OF PSYCHOLOGY**

**EXTENSION ACTIVITY - FOUNDATIONS OF PSYCHOLOGICAL PRACTICE  
IELC MANNS SCHOOL FOR THE MENTALLY RETARDED, BARGUR**

Date: 11.02.2026



Students of the PG Department of Psychology performing activity at IELC Manns School for the Mentally Retarded, Bargur



*M. Anand*  
HOD 13/2/2026

*An*  
13/2/26  
DEAN, SLS

*M. Anand*  
13/2/26  
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