

Press Release

Four-Day Educational Visit of M.Ed. Special Education Students to Dehradun and Mussoorie

New Delhi, Date: February 19, 2026

The Department of Teacher Training and Non-Formal Education (IASE), Faculty of Education, Jamia Millia Islamia, organized a four-day educational visit for the students of M.Ed. Special Education (First and Second Year). The group departed from Delhi on the night of 9 February 2026 and returned on the morning of 14 February 2026. Approximately 30–34 students participated in the visit under the guidance of Dr. Saurabh Ray (Coordinator), Dr. Mohd. Fajjullah Khan (Coordinator), Dr. R. Jamuna (Assistant Professor) and Akil Hussain (Data Entry Operator).

The visit was organized with the objective of providing practical exposure to national institutes, special schools, rehabilitation centres and inclusive educational environments so that students could bridge the gap between theoretical learning and field-based practice.

Day 1: Visit to NIEPVD and MBA Unit

On 10 February 2026, after reaching Dehradun and settling into the hotel, the students visited the National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD). The visit began with an introductory video explaining the history, mission, and national significance of the institute. This was followed by a visit to the library and a session in the conference room where officials provided an overview of various departments and services. The students were then taken to the functional assessment unit where ophthalmologists and rehabilitation professionals conduct vision-related assessments. They also visited a specialized dark room used for assessment and training purposes. The Model School facilities were explored, including the girls' hostel, science laboratory and giving students insight into both academic and residential arrangements for learners with visual impairment. During the visit, Dr. Saurabh Ray shared his academic association with the institute, which served as a motivating moment for the students.

After lunch, the group visited the recording section where accessible audio materials are prepared. The visit continued to the MBA (Manufacturing of Braille Appliances) unit, where students observed the preparation of Braille books, Braille slates, and various assistive devices. Demonstrations of low vision devices were provided, enhancing students' understanding of assistive technology and its practical application.

Day 2: Bajaj Institute of Learning for Deaf and SHARP Memorial School for the Blind

On the second day, the students visited Bajaj Institute of Learning for Deaf. The visit began with an introduction by the faculty member, who explained the functioning of the institution. Students observed the use of sign language and gained understanding of teaching strategies adopted for children with hearing impairment. The sports ground and classroom environment were shown, and ongoing classes were briefly observed. Later, the group visited SHARP Memorial School for the Blind. Students visited different classrooms and interacted with children. A unique experience was observing an accessible

gaming device named “Annie.” The low vision unit was also visited, where assistive devices and activity-based learning strategies were demonstrated.

Day 3: Raphael Centre and Ngoenga Tibetan School

The third day was extensively spent at Raphael Centre. Students were divided into smaller groups to observe vocational training units, pre vocational training units and classrooms for children with different levels of disabilities. The physiotherapy and occupational therapy units were explored, providing practical exposure to therapeutic interventions. Informative videos were shown explaining the history and services of the organization. Later, the group visited Ngoenga Tibetan School for Children with Special Needs. Although the visit was brief, students observed classroom environments and resource room facilities.

Day 4: Educational Excursion to Mussoorie

On the fourth day, the students travelled to Mussoorie for educational and cultural exploration. Major locations visited included Lal Tibba (Landour), George Everest, Dalai Hills, and Kempty Falls. The excursion allowed students to reflect on their learning and strengthen peer bonding.

In conclusion, the four-day educational visit to Dehradun and Mussoorie provided M.Ed. Special Education students with meaningful field exposure to premier institutions working in the areas of visual impairment, hearing impairment, rehabilitation, and inclusive education. Through visits to NIEPVD, Bajaj Institute of Learning for Deaf, SHARP Memorial School for the Blind, Raphael Centre, and Ngoenga Tibetan School, students gained practical understanding of assessment procedures, assistive devices, therapeutic interventions, vocational training, and structured classroom practices. The visit successfully bridged theoretical knowledge with real-world experience while also fostering teamwork, reflection, and professional growth among the participants.

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