

SOCIAL INTERNSHIP

Training Report

JUNE-JULY 2023

Topic:

Employment potential in hearing impaired children.



SUBMITTED BY-

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2nd Semester

DEPT. OF PETROLEUM ENGINEERING

**DIBRUGARH UNIVERSITY INSTITUTE OF ENGINEERING AND
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MRINALJYOTI REHABILITATION CENTRE

(CENTRE FOR EMPOWERMENT OF PERSON WITH DISABILITIES.)

KUMUDNAGAR, PO.DULIAJAN, PIN-786602, DIST. DIBRUGARH, ASSAM



9954485197, 9954487893, 7002330941



Memo no: MRC/132/2023.

Date: 11/07/2023.

TO WHOM IT MAY CONCERN

This is to certify that Md Mainuddin Khan PE-32/22 student of 2nd Semester, Dept of Petroleum Engineering, Dibrugarh University Institute of Engineering and Technology, Dibrugarh -786604 has completed his Social Internship at Mrinaljyoti Rehabilitation Centre, Duliajan, Dist: Dibrugarh, Assam-786602. His duration of Internship is from 10th June 2023 to 11th July 2023 under the guidance of Ms. Utpala Sarmah, Office Coordinator of Mrinaljyoti Rehabilitation Centre.

During these period of Internship he is faithful with his task and responsibilities assigned to him. He is Sincere and hardworking as well.

Wish him all the best for his future.

With Regards,

Joy Prakash Borpujari

Director

Mrinaljyoti Rehabilitation Centre



Website : www.mrinaljyotiassam.org & Email: mrinaljyoti@yahoo.co.in

Our services: Schooling, Early Interventions, Skill Development, Outreach Centres, Child Care Institute, Aids & Appliances distribution, Counselling and Advocacy etc.

Regd. no: RS/DIB/255/A/08 of Societies Registration Act, No 310. of PwDs Act, AMRI16514258739 of National Trust Act 1999, 44/2012 of JJ (care and protection of children) Act 2000 (and amendment Act 2006),

Income Tax Act-12AA & 80G(5)(VI0029)

DECLARATION

I, MD Mainuddin Khan, PE-32-22 department of Petroleum Engineering, Dibrugarh University Institute of Engineering & Technology, Dibrugarh hereby declare that the internship report is an original work and data provided in the study is authentic to the best of my knowledge. This project work is submitted in the partial fulfilment of the requirements for the award of the degree of B. Tech in Petroleum Engineering.

Name and Signatures of Student:

MD Mainuddin Khan (PE-32-22)

ACKNOWLEDGEMENT

Firstly, I'd express deepest sense of gratitude to Dr. Gitali Sharma Ma'am, Assistant Professor (Department of Chemistry, DUIET & Coordinator, Basic Science and Humanities) as well as Rupam Deka Sir, training and placement officer (DUIET) for providing me an opportunity to work in Mrinaljyoti Rehabilitation Centre as a Social Internship Training.

I would like to express my special thanks of gratitude to Mrs. Utpala Sarmah for giving me the opportunity to do this internship within the center which helped me to learn a lot of things. I also would like to thank all the people that worked along with me in with their patience and openness, they created an enjoyable environment and helped me in successful completion of this internship and report.

ABSTRACT

Through critical and deep study, this report examines the teachers approach, learning abilities and future employment of hearing-impaired students. I am very glad to work with the teaching staff and office members of Mrinaljyoti Rehabilitation Centre, they have taught me a lot about their strategies and approaches. My task was to collect information about the strategies on teaching hearing-impaired, difficulties in learning technical terms and where they can use those skills. By researching and doing surveys with the students, I have found some solutions to the problems faced by the students and teachers.

About the Organization.

Mrinaljyoti Rehabilitation Centre was established in 1999 at a time when awareness was in a very low in the Society. No medical and educational facilities for these children were available in this vast area of Upper Assam.

In the field of education and rehabilitation, Mrinaljyoti Rehabilitation Centre has been one of the leading facilities in Upper Assam. At present there are more than 140 children enrolled with the Centre of which many are bed ridden and unable to come to the Institution regularly. Many more children from different places of Assam come to get admission. Most of the children come from poor economic backgrounds and can go nowhere for treatment, intervention and education. In many cases they arrange financial support for their treatment, medicine, nutrition and education if they require them. It seeks to improve the lives of the PWDs through the services it provides with the positive outlook to inclusiveness into the mainstream society. There are services like: -

- Occupational Therapy
- School Readiness program
- Speech Therapy
- Physiotherapy
- Special Education
- Open School Coaching
- Aids and appliance distribution camps
- Teacher training programs
- Awareness programs on legal rights of PWDs
- Counseling Sessions for both child and parents
- Mother's Training program

OBJECTIVES: -

1. To open, run and continue an institution for the care and welfare of the mentally and physically handicapped persons/children in healthy and amicable surroundings.
2. To engage teachers, workers, physicians, instructors, consultants, orientationists, experts, sub staff etc. for the care, education, counseling, orientation and all-round welfare of the mentally and physically handicapped persons.
3. To undertake activities like personal care, education and interactive support for the mentally and physically handicapped persons to develop their self-esteem and help them lead a meaningful life.
4. To accept donations, fees, grants, presents and offerings and to deal with them for the purpose of society.
5. To train and equip the mentally and physically handicapped to be self-supportive in an honorable and decent way of life and to develop into good, healthy and progressive citizens.
6. To promote, establish and maintain branches of the organization throughout the state of Assam and other states of Northeast.
7. To publish magazines, periodicals, bulletins, thesis, pamphlets, books of reference and commentaries on the subject for the benefit of mentally and physically handicapped people and society in general.
8. To open, run and continue an old age home for the elderly.
9. To open, run and continue a care home for destitute children.
10. To open, run and continue a vocational and rehabilitation Centre for the youth of backward communities, for their employment and self-employment.

My task:

My Task in Mrinaljyoti Rehabilitation Centre was to gather problems related to Hearing-Impaired Children.

- 1) Gathered information about the teachers' approach while teaching.
- 2) Learning Abilities of Hearing-Impaired Children.
- 3) Gathered information about their future employment.

1) Teachers' approach while teaching:

Classroom Observations:

The approach of teachers when teaching hearing-impaired students plays a critical role in their educational journey. Teachers work with sign language interpreters and learn basic sign language skills to facilitate effective communication with students. Teachers in Mrinaljyoti Rehabilitation Centre employ various strategies to ensure a supportive and inclusive learning environment. Firstly, they prioritize communication accessibility by utilizing a combination of gestures and sign language to convey information.

After completion of their lesson, the teachers would ask the students questions from the lesson and ask them to write answers. They write answers 3 times and once from memory. This activity helps the kids with their writing skills. Many times, it is hard for the teachers to get certain students to concentrate so they use different methods. In one classroom.

There are also few students with Cerebral palsy (CP) in the same class, so the teachers along with sign language speak what they are explaining and provide equal learning opportunities.

Teachers also reflect on the benefits of collaboration with other educators, specialists, and support staff, sharing experiences, strategies, and resources to continuously improve their instructional practices. Teacher uses different methods to teach students

Languages like Hindi, Assamese. They relate words and sentences of Assamese and Hindi to English, because they only know the English words in sign-language. Teachers use these types of methods to teach languages.



2) Learning Abilities of Hearing-Impaired Children:

Visual Learning:

(Problem)

Visual learning helps students a lot in visually imagining things and processes. Visual learning plays a crucial role in the education of hearing-impaired individuals. Due to their reduced or limited access to auditory information, visual cues and information helps them in their learning process.

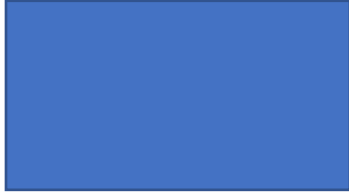
In Mrinaljyoti Rehabilitation Centre there are no digital classrooms to assist students in better understanding of concept through visualization, moreover teachers can't draw everything to make them understand, as its time consuming. So, it's a problem in giving them proper higher education or demonstrations of carrying out processes theoretically. Special teacher for each subject it not possible, while teacher learns sign languages, they also find it difficult to explain some concept, or explain the meaning of a sentence.



Solution on visual learning:

Visual Learning:

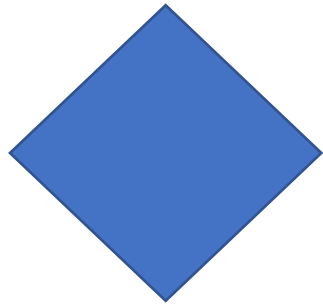
Hearing-impaired students often rely more on visual cues and information to access and process knowledge. Visual aids, such as diagrams, charts, and videos, can be highly beneficial. As they are good at understanding signs, students will find it easy to remember symbols as shown below with their proper meaning.



PROCESS TO PERFORM.



TO SHOW START AND END POINT.



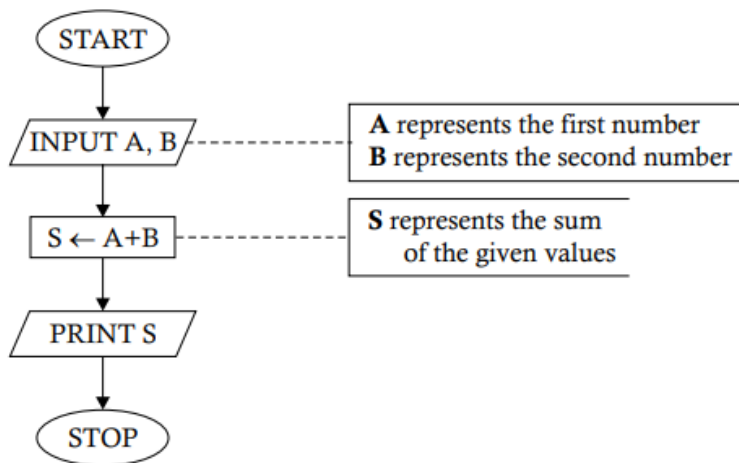
DECISION/CONDITION.



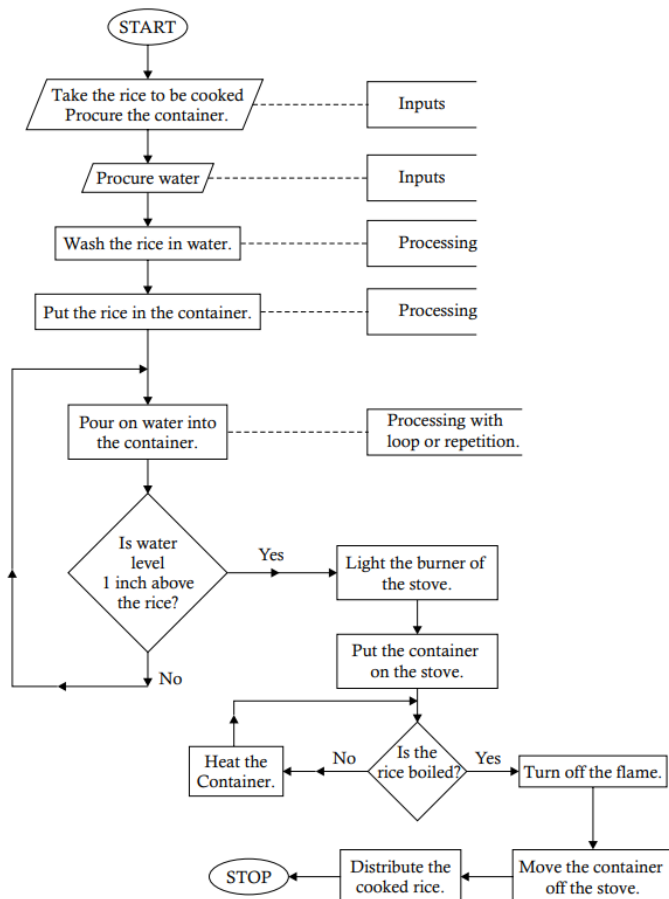
INPUT/OUTPUT.

The method of using flowcharts to make them understand any procedure (in absence of visual aids), helps them a lot in understanding the theory behind any practical work.

Here's a simple example to teach basic mathematics:



Flowcharts can be used with other logical operators and loops for demonstration:



3) Future employment for hearing-impaired children:

Q What kinds of abilities are required to work in any entry level job?

Sol: -

For hearing-impaired students, to get employment, these are some abilities that any organization and industry requires them to do:

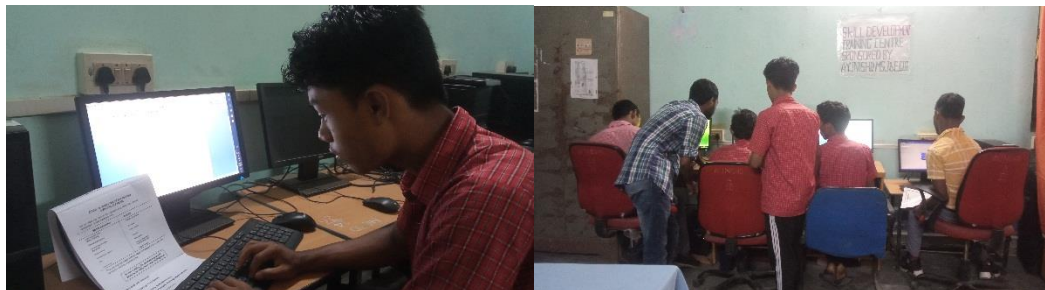
- 1) The ability to read at a basic level such as instructions.
- 2) The ability to perform basic mathematics calculations.
- 3) The ability to work in groups with people of various backgrounds.
- 4) The ability to communicate, both in sign and in writing.
- 5) The ability to use computers to carry out simple tasks like word processing.

Mrinaljyoti Rehabilitation Centre is successful in providing them with all the basic skills needed for them to have an independent life of their own. They know they have no teachers for subject like math, science, computer programming and are Working to bring teachers for those subjects, but they are teaching skills related to other sector of the industry where they can use these skills. Some of them are explain below:

Q Where can they work?

Sol: -

Data entry courses are provided, which help children to adapt themselves with basic word processing skills. There are many jobs for data entry in Banks, Railways, Malls and more government as well as private sectors. They also can design registration forms, lists of data in tabular format and can design bills.



Mrinaljyoti Rehabilitation Center also provides many workshops that target local markets, one of them is shown below:



Trainings on decorative candle making

Many hearing-impaired individuals have successfully ventured into entrepreneurship, starting their own businesses.

They can establish companies and businesses that will help deaf people with employment, like restaurants, working communities for deaf people in data management, organizations for sign language interpreter, organization for constructions and manufacture companies where only deaf people will work.

Additionally, they can utilize their unique perspectives and experiences to identify untapped markets and create innovative products or services. They can also be role models for upcoming children and could guide them to have a better future.

Impact of teacher's approaches and learning abilities on their employment.

The approaches of teachers and the learning abilities of hearing-impaired students have a significant impact on their educational outcomes and overall development of skills in their professional life. The approaches used by teachers can help them to adapt to any new environment or workplace. If the workplace adopts some similarities in their approach to make them learn new things, then students will feel Confidence in learning that skill or some theoretical topic. So, the teachers should keep on learning new ways to develop their approaches and conduct awareness programs, so that it will help others to engage with them.

The use of graphs and flowcharts can be very useful in that process. They have strong visual learning ability and with proper flowcharts they can gain a very clear knowledge of what to do, how to start and when to stop. Concepts can be made very simple in the absence of digital aids, just using pen and paper. It will also help them design their own algorithms in solving different problems that change with conditions. Many industries related to computer applications use flowcharts; it will also be found useful in theoretical training.

Additionally, with proper teaching approach, proper use of visual learning abilities in hearing-impaired, students can be successful in getting employment in any sector of society and help our country in its development processes

Personal experience as an intern:

As an intern in Mrinaljyoti Rehabilitation Centre for 1 month, I got to learn and gain different types of practical experiences, I applied many of my learning, it served as a bridge between academic learning and real-world work environments. As I never thought that I would be using flowcharts to make them understand mathematics and different logical operations.

These Internship have provided me with a chance to learn new skills, I learned about sign-language, different types of disabilities, different types of teaching methods used by teachers for helping children with different disabilities, many physiotherapies and speech therapies are provided by the center so that children with disabilities will have a better future.

My work was mainly related to hearing impaired students on how they understand things, how they draw relationship with different topics and subjects, understanding teachers approaches in making them understand, and how they learn things and memories them, with all this I could find a relationship on transition of student from school-to-work. Some are good at logical thinking, and some are in conversation, both help each other more effectively in understanding concepts.

I was not able to communicate with them at first, and yes, they find it hard to read sentences. They use combination of different words and tells what they want to express, which will not form a complete sentence. They taught me sign language and with time I started to understand what they wanted me to say.

Overall, it was a unique experience for me, to communicate so long without speaking, even then we were understanding each other.

Recommendations and conclusion:

Based on the findings, some implications and some recommendations are put forward to enhance the teaching and learning of hearing-impaired students in technical and vocational education.

- 1) Awareness Program: - Conduct training sessions and workshops about hearing loss and the challenges faced by hearing-impaired individuals. Promote understanding, and inclusion within the workplace. Educating students and employees on inclusive work culture.
- 2) Programs on Communication Strategies: - Introduction of effective communication strategies for interactions between hearing-impaired and other students, such as written notes, or visual aids, to ensure effective information exchange. Provide training on basic sign language or other visual communication methods to enhance communication within the working environment.
- 3) Mentorship programs: - conduct mentorship programs for hearing-impaired students, pairing them with mentors who have experience in their field and can provide guidance, support, and advice. These programs will help create a sense of confidence and provide a platform for sharing experiences and knowledge with children.

Conclusion:

In a nutshell, this internship has been an excellent and rewarding experience. I can conclude that there has been a lot I've learnt from my work at Mrinaljyoti Rehabilitation Centre. I have learned a lot about disability and problems faced by them. As someone with no prior experience, I believe my time spent on doing social surveys and finding an acceptable solution to the major problems faced by the people. Two skills I learned are:

- 1) Basic sign-language.
- 2) Approach needed to explain different topics to individuals with hearing-impaired.

References.

- 1) <http://www.mrinaljyotiassam.org/>
- 2) A.B. Chaudhuri. Flowchart and Algorithm Basics (pdf, ISBN: 978-1-68392-537-8).
- 3) SCHOOL-TO-WORK FOR HEARING IMPAIRED STUDENTS (International Journal of Education and Research Vol. 1 No. 7 July 2013).