



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

**2.2.2 Mechanisms are in place to honour students diversities in
terms of learning needs**

(Assistive Devices And Adaptive Structures For Differently Abled)

Submitted to
National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

2.2.2 ASSISTIVE DEVICES AND ADAPTIVE STRUCTURES FOR DIVYANGJAN

St. Joseph College of Teacher Education for Women Ernakulam appreciates uniqueness of every individual and differential students needs are catered as an institutional activity in accordance with learner needs.

As per the PWD Act 2016 , St. Joseph College of Teacher Education for Women, Ernakulam has formed an ‘Office Of Disability Services’. For this purpose an inclusion committee is functioning in the College under the leadership of the Principal, Coordinator and Staff Advisor to ensure inclusive practices for the divyangans in the institution. Committee conducts regular surveys and feedback of different stakeholders to analyze the existing inclusive practices in the institution. Committee meets on monthly bases in regular situations. Committee also meets urgently in case of an emergency, concern or need. This Office reached out to students with disabilities to check if they need any support. Coordinator for disabled students been appointed by the institution and Coordinator for Equal Opportunity Office is also functioning which ensure Equal Opportunity for all.

Institutional Guidelines For Inclusion

As per The National Policy of Education, (GOI, 1986) Article 4.9 ‘The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.’ Imbibing the spirit of the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) viewing inclusion as a ‘dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.’ (p. 12)

Based on the RTE Act (GOI, 2009) ‘the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools’ (Article 26).





As Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the 'ultimate aim would be to mainstream all CWSN in neighbourhood schools' (GOI, 2011, p. 46).

Based on the recommendations of *Curriculum Framework For The NCTE Two-Year B.Ed. Programme, 2014*) our institution provides inclusion training highlighting the values of inclusion involves: a) The conviction that all children can learn and grow; b) A firm belief in positive and varied outcomes; c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners; d) An assessment policy that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames; e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers (*Policy Guidelines on Inclusion in Education, UNESCO, 2009*).

As part of their field tasks, student-teachers are engaged with: i) understanding the concepts of Divyangjan ii) inclusive policy documentation iii) and visit to educational institutions to attempt an identification of the 'barriers to learning and participation' and to help create inclusive classrooms.





Inclusion Committee Formation And Functioning

An inclusion committee was formed under the instruction of and functioning in the College under the leadership of Principal Dr.Sr. Alice Joseph, Dr. Hemaletha P.K. and Mrs. Marin Jose to ensure inclusive practices in the institution. Committee conducts regular surveys and feedback of different stakeholders to analyze the existing inclusive practices in the institution. Committee meets on monthly bases in regular situations. Committee also meets urgently in case of an emergency, concern or need.

Inclusion Committee Members (2018-2019)

Sl.No	Members	Name
1.	Chairman	Dr Marin Jose Principal
2.	Co ordinator	Dr. Marin Jose Assistant Professor in English Education
3.	Staff Advisor	Dr.Hemaletha PK Associate Professor in Social Studies Education
4.	College Office Representative	Sr Roshini CMC Office Superintend
6.	Student representatives	Members of the College Union

Inclusion Committee Members (2019-2022)

Sl.No	Members	Name
1.	Chairman	Dr Alice Joseph Principal in Charge
2.	Co ordinator	Dr. Marin Jose Assistant Professor in English Education
3.	Staff Advisor	Dr.Hemaletha PK Associate Professor in Social Studies Education





4.	College Office Representative	Sr Roshini CMC Office Superintend
6.	Student representatives	Members of the College Union

St. Joseph College of Teacher Education for Women, Ernakulam

Inclusion Committee Members (2022-2023)

Sl.No	Members	Name
1.	Chairman	Dr Alice Joseph Principal in Charge
2.	Co ordinator	Dr. Marin Jose Assistant Professor in English Education
3.	Staff Advisor	Dr. Rachel George M Associate Professor in Social Studies Education
4.	College Office Representative	Sr Roshini CMC Office Superintend
6.	Student representatives	Members of the College Union

Institutional case study of the inclusive practices prevalent in higher education was also conducted , in order to identify the differently abled friendly facilities provided, and the barriers to inclusive practices.

Institutional Inclusive Practices Prevalent With Special Reference To The Differently Abled Friendly Facilities Provided, And The Barriers To Inclusive Practices

Case:1

Differently abled friendly facilities provided to the Beneficiary (Partially Blind): (2018-2020)

- i) Physical Facilities: Tab and books with enlarged letters,
- ii) Provision for extra time is provided.
- iii) Special skill development





Faculty participated in Ce DS Project, Research and training Programmes to update themselves and contribute to the development of inclusive practices in the campus. Certified trainers conducting guidance and counselling to the needy.

Once learner needs identified ,need based continuous mentoring and support is provided. Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Special care and mentoring with personal interaction on daily basis is provided.

Soft skill training and personality development sessions are also provided to empower the person.

Case: 2

Differently abled friendly facilities provided to Beneficiary With(Visually Challenged)(Fully Blind) (2019-2021)

- iv) Physical Facilities: hostel room in the ground floor, convenient seating arrangements, teaching practice school near by in the campus, audio tape, mobile microphone, cane,
- v) Provision for lift is available
- vi) Ramp or rail for stairs are available.
- vii) Jaws software
- viii) Provision for oral tests, video recording facility and Scribes for examination are arranged. Extra time is provided.
- ix) Special skill development
- x) Faculty participated in Ce DS Project, Research and training Programmes to update themselves and contribute to the development of inclusive practices in the campus. Certified trainers conducting guidance and counselling to the needy.
- xi) Once training needs identified , Need based Continuous Mentoring and support is provided on continuous based.
- xii) Diagnostic tests, Need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Classmates and roommates volunteering to lead and assist the blind in the campus as well as in the hostel. Special care and mentoring with personal interaction on daily basis was provided.



Audio notes along with text books are provided based on the syllabus. Lectures are recorded and stored for further study and personal time for interaction and feed back.



Close link with the family is ensured. Academic Training provided includes , Cane training, micro teaching, seminar presentations, model classes, induction, training to use mobile microphone and computer training, E - content development, preparation of Online class and evaluation strategies. Financial support, check-ups, Counselling and Medical assistance for surgery was provided by the institution . System approach is followed by the institution including management, all teaching and non-teaching staff and students to support the person in disadvantage. Exclusive Soft skill training and personality development sessions are provided to empower the person. ICT Skill training also provided for online teaching and evaluation.

Case: 3

Differently abled friendliness facilities provided to Beneficiary With Learning Disability :(2019-2021)

- xiii) Physical Facilities: convenient seating arrangements, teaching practice school near by in the campus
- xiv) Provision for oral tests, student friendly strategies, video recording facility
- xv) Special skill development

Faculty participated in Ce DS Project, Research and training Programmes to update themselves and contribute to the development of inclusive practices in the campus. Certified trainers conducting guidance and counselling to the needy.

Learner need based continuous mentoring and support is provided. Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Classmates and roommates are volunteering to support the student when ever in need in the campus. Special care and mentoring with personal interaction on daily basis was provided. Academic training provided includes micro teaching, seminar presentations, model classes, induction and computer training, E -content development, preparation of Online class and evaluation strategies. System approach is followed by the institution including management, all teaching and non-teaching staff and students to support the person in disadvantage. Exclusive Soft skill training and personality





development sessions are provided to empower the person. ICT Skill training also provided for online teaching and evaluation.

Case: 4

Differently abled friendly facilities provided to the Beneficiary (Partially Deaf): (2020-2022)

xvi) Physical Facilities: Tab and books with extra visual aids,

xvii) Provision for extra time is provided.

xviii) Special skill development

Faculty participated in Ce DS Project, Research and training Programmes to update themselves and contribute to the development of inclusive practices in the campus.

Certified trainers conducting guidance and counselling to the needy.

Once learner needs identified ,need based continuous mentoring and support is provided. Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Special care and mentoring with personal interaction on daily basis is provided. Soft skill training and personality development sessions are also provided to empower the person. ICT Skill training also provided for online teaching and evaluation.

Case:5

Differently abled friendly facilities provided to the Beneficiary (Partially Blind): (2021-2023)

i) Physical Facilities: Tab and books with enlarged letters,

ii) Provision for extra time is provided.

iii) Special skill development

Faculty participated in Ce DS Project, Research and training Programmes to update themselves and contribute to the development of inclusive practices in the campus.

Certified trainers conducting guidance and counselling to the needy. Once learner needs identified ,need based continuous mentoring and support is provided.

Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Special care and mentoring with personal interaction on daily basis is provided.





Soft skill training and personality development sessions are also provided to empower the person.

Case:6

Differently abled friendly facilities provided to the Beneficiary (Partially disabled): (2022-2024)

- i) Physical Facilities: Ramp, lift, ground floor classroom, ,
- ii) Provision for extra time is provided.
- iii) Special skill development

Once learner needs identified ,need based continuous mentoring and support is provided. Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Special care and mentoring with personal interaction on regular basis is provided. Soft skill training and personality development sessions are also provided to empower the person.

Case:7

Differently abled friendly facilities provided to the Beneficiary (Partially disabled): (2022-2024)

- iv) Physical Facilities: Ramp, lift, ground floor classroom, ,
- v) Provision for extra time is provided.
- vi) Special skill development

Once learner needs identified ,need based continuous mentoring and support is provided. Diagnostic tests, need analysis and monitoring from admission onwards used to identify the types and severity of the issues . Special care and mentoring with personal interaction on regular basis is provided. Soft skill training and personality development sessions are also provided to empower the person

Differentiated Curriculum To Meet Individual Differences

Differentiated curriculum is provided for appropriate learning opportunities for gifted and talented students. Gifted students are given the opportunity to work through the curriculum at a faster pace and need less time on basics and revision. A differentiated curriculum with activities that offers a variety of entry points for students who differ in abilities, knowledge and skills. In a differentiated curriculum teachers offer different approaches to *what students learn* (content), *how students learn* (process) and *how students demonstrate what they have learned* (product).





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

2.2.3 REPORT OF INSTITUTIONAL PROVISION FOR EQUAL OPPORTUNITY

As per the PWD Act 2016, St. Joseph College of Teacher Education for Women, Ernakulam has formed an 'Equal Opportunity Office. For this purpose an inclusion committee is functioning in the College under the leadership of Principal Dr. Sr. Alice Joseph, Dr. Marin Jose (Coordinator) and Dr. Hemaletta P.K.(Staff Advisor) to ensure inclusive practices in the institution. Committee conducts regular surveys and feedback of different stakeholders to analyze the existing inclusive practices in the institution. Committee meets on monthly bases in regular situations. Committee also meets urgently in case of an emergency, concern or need.

This Office reached out to all students to check if they need any support. Coordinator for Equal Opportunity Office is also functioning which ensure Equal Opportunity for all.

Equal Opportunity By Minimizing Digital Divide

Institution has created a technological help desk to provide support to students and faculty members who are facing difficulties accessing online sessions or courses or regarding any accessibility issues. *Technological Help Desk* is functioning under the banner of IT CELL in our Institution.

The institution has developed a strategy to provide access to online education during the pandemic to those who do not have access to internet technology.

Strategic Plan includes: 1. Conducted Need Analysis 2. Technological Help Desk 3. Online Training 4. Feedback and Innovational Practices 5. IT Policy formulation and documentation.

The institution has formulated alternate strategy to provide access to education during the pandemic to those who do not have internet. To ensure access technology for disabled friendly, Peer Tutoring in Blended mode with the assistance of Scribe and Classmates and Relatives were provided. Constant monitoring and Feedback were ensured. Individualized e-contents and learning resources were provided.





Student bodies, clubs, societies, part of the institution which can provide voluntary support to students with disabilities for assisting with collection/collation of notes, completion of assignments, preparation for examinations under the guidance of Equal Opportunity Office. Class teacher and Students of the Optional Class functioned as a self help group where the classwork, homework, assignment, study materials or documents used to teach, access and evaluate, are being shared electronically accessible to all including students with disabilities.

Perceivable and Operable e content is provided as per Guidelines for Indian Government.

Training for Inclusive Practices

The institution organizes training workshops, special school visits and Inclusive Training courses and Faculty Development Programmes for teacher educators and teacher trainees in collaboration with Chavara Special School Koonamavu.





INCLUSIVE PRACTICES 10/11/2022



CLASS ON INCLUSION 23/06/2022





SPECIALSCHOOLVISIT 25/02/2022





25/02/2022

INCLUSIVE TRAINING





OUT BREAK ACTIVITY



**AT
SNEHA SADAN SPECIAL
SCHOOL, POTHYAKKARA**

AUGUST 12, 2022

M.Ed. 2021-2023

**ST. JOSEPH COLLEGE OF TEACHER
EDUCATION FOR WOMEN,
ERNAKULAM**



SPECIAL SCHOOL VISIT 12/08/2022





Shop and Classroom





Class room

Physiotherapy









With the Staff of Snehasadan Special School

Institutional Provisions

The website of the institution is accessible per standard (Guidelines for Indian Government Websites with the link : www.stjosephcte.in)

Institution has established a Resource Centre and grievance redressal mechanism if yes please provide details of the same. Resource Centre, Grievance Redressal Cell and service of Covid Brigade is ensured for addressing specific pandemic related assistance.

The resource Centre and grievance redressal mechanism are disabled friendly. Resource Centre contains tailor made resources, Grievance Redressal Cell with online access ensured. Institution have a counsellor on call responsible for the mental well being for all students. Cell is functioning in the institution with disabled friendly facilities.

Mentoring facility is provided on regular basis.





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM

Field Trip Programme

Name of the Event	Field Trip Programme
Objectives	<ul style="list-style-type: none">• To provide hands-on learning experiences that complement classroom instruction.• To observe and interact with experts in the field and learn from their experiences.• To build cultural awareness and appreciation of diversity.• To develop empathy and understanding towards the needs of learners.
Details of: Teacher Coordinators Student Coordinators Treasurer	 Dr. Marin Jose Ashna Thomas Minu Mary Ashna Thomas
Date	10/11/2022 (Thursday)
Duration	1 Day
Destination	Chavara Special School for Mentally Retarded and St. Chavara Kuriakose Elias Museum, Koonammavu, Ernakulam.
Beneficiaries	Student Teacher Educators – 1 Student Teachers – 18

Field Trip Programme

Programme Report

On 10th November 2022, the English optional students from St. Joseph College of Teacher Education for Women, Ernakulam, went on a field trip to the Chavara Special School for Mentally Retarded and Chavara Museum in Koonammavu. The purpose of the trip was to understand the challenges faced by mentally challenged individuals and to learn about the life and works of Saint Kuriakose Elias Chavara. The Teacher Coordinator of the programme was Dr. Marin Jose and the Student Coordination was headed by Ashna Thomas and Minu Mary.

The journey to Koonammavu began at 9:40 am in the morning, and we reached our destination at 10:30 am. We were greeted by the school authorities and given a brief introduction about the school and its activities. At first, we were taken to the school and its functioning was explained by the principal of the institution Sr. Jitha Thomas. A detailed description about the services, teaching methodology, its working, the staff, funding etc. were shared with us.

Chavara Special School for Mentally Retarded, Koonammavu:

The Chavara Special School for Mentally Retarded is an institute dedicated to the welfare of mentally challenged individuals. The school provides a holistic approach to the development of its students and strives to empower them to lead a dignified life. During our visit, we observed that the school has a well-equipped classroom, a playground, and various activity centres for its students. We also interacted with the students and witnessed their talents in various fields such as art, craft, and music. It was heartwarming to see the dedication of the teachers and staff towards the students and their passion for making a positive impact on society. We were also able to know how the teachers handle the children and modify their behaviour through various activities and strategies.

St. Chavara Kuriakose Elias Museum, Koonammavu:

After our visit to the special school, we proceeded to the Chavara Museum, which is located nearby. The museum showcases the life and works of Saint Kuriakose Elias Chavara, who is renowned for his contributions to education, social reforms, and spirituality. The museum has a vast collection of artefacts, manuscripts, and other historical documents related to the saint. We were impressed by the vast

collection of books, paintings, and sculptures on display. The museum also has a meditation centre where visitors can spend some quiet time reflecting on the life and teachings of Saint Chavara. There was a guide who explained the history behind everything. One of the main attractions of the museum was the mural work on Belgian glass which depicts the development of CMC congregation. Thereafter we visited TREE OF WISDOM, a minitheater. In there we were able to see the life history St. Chavara Kuriakose Elias with a cinematic effect. It was really a mesmerizing experience. By 1.30 pm our trip came to an end, after the lunch we left the place and get back to our home.

The field trip was an enriching experience for the English optional students of St. Joseph College of Teacher Education for Women, Ernakulam. We gained valuable insights into the challenges faced by mentally challenged individuals and the efforts made by the Chavara Special School to empower them. We also learned about the life and accomplishments of Saint Kuriakose Elias Chavara and his contributions to society. The trip was an excellent opportunity for us to broaden our horizons and gain a better understanding of our society's diverse needs. We appreciate our organization's efforts in planning this trip. Moreover, the field trip enabled us:

- To gain first-hand experience of the challenges faced by mentally challenged individuals and to understand the efforts made by special schools to empower them.
- To observe and interact with the students and to understand the teaching methodologies and techniques used in special education.
- To learn about the life and works of Saint Kuriakose Elias Chavara, and his contributions to education, social reforms, and spirituality.
- To visit the Chavara Museum and observe the historical artifacts, manuscripts, and other documents related to the saint's life and works.
- To develop empathy towards the differently-abled individuals and to appreciate their talents and capabilities.

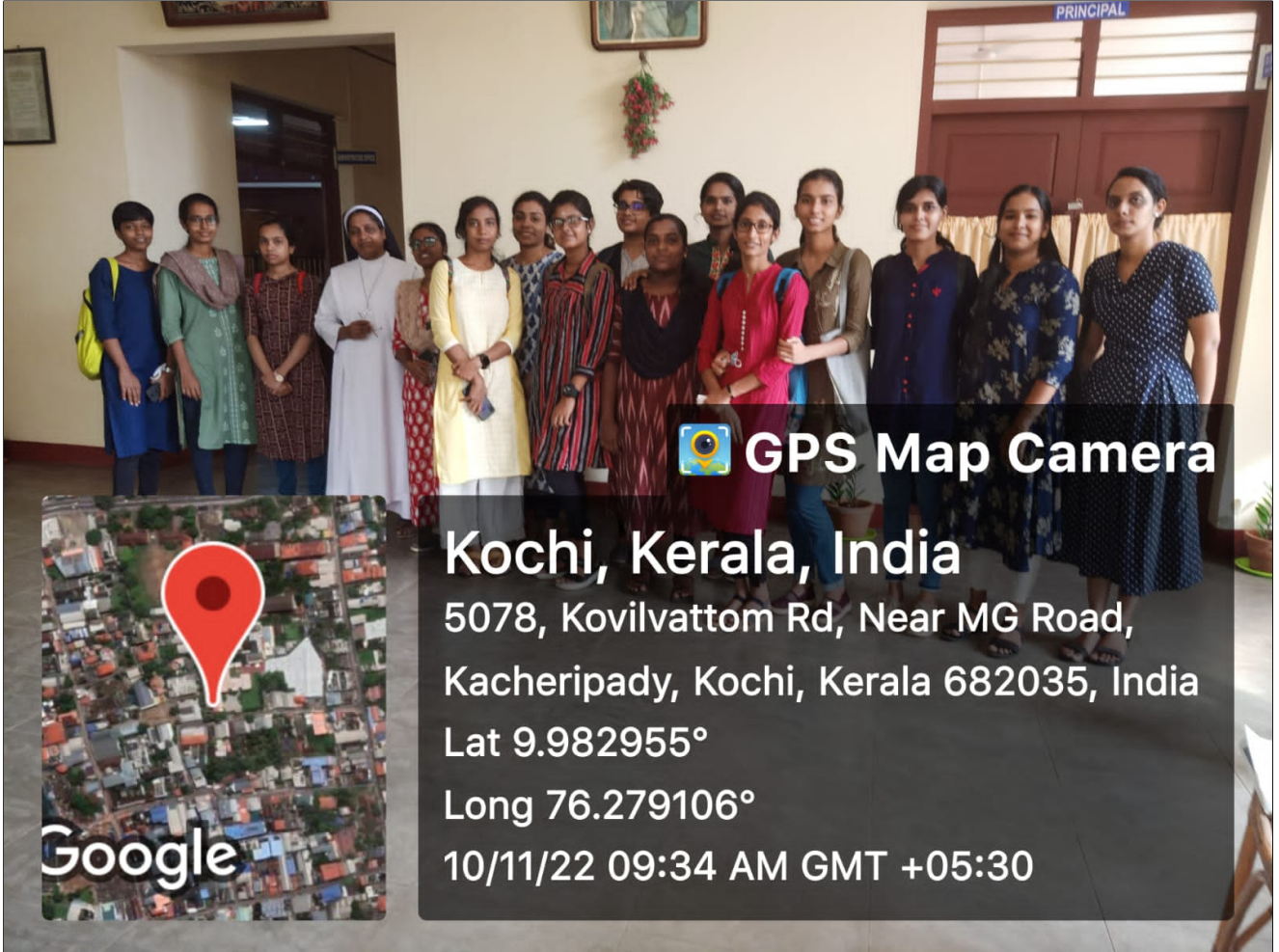
Overall, the field trip aimed to provide a unique learning experience for the English optional teacher trainees and to sensitize them towards the needs of the differently-abled individuals in our society.

HOTO GALLERY









GPS Map Camera

Kochi, Kerala, India

5078, Kovilvattom Rd, Near MG Road,
Kacheripady, Kochi, Kerala 682035, India

Lat 9.982955°

Long 76.279106°

10/11/22 09:34 AM GMT +05:30

