



**St. Joseph College of Teacher Education for Women
Ernakulam**



CRITERION II

2.2.3 There are institutional provisions for catering to differential student needs

(Report)

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



**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM
KOCHI-682035, KERALA**

2.2.3

Reports of institutional provisions for catering to differential students' needs

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ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

2.2.3. REPORTS OF INSTITUTIONAL PROVISIONS FOR CATERING TO DEFFERENTIAL STUDENTS NEEDS

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

The National Policy of Education, (GOI, 1986) Article 4.9 stated: '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.' Shortly thereafter 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) brought inclusion into the discourse, with a focus on the advantages not just to those with disability but also to the 'others', 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)

However, the RTE Act (GOI, 2009) states that 'the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools' (Article 26), while the 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). While the consequences of this shifting approach in state documents, on ‘integration’ or ‘mainstreaming’ into ‘normal’ schools, confuse the popular understandings of ‘inclusion’, this course will require students to interrogate their own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

The course will significantly highlight that 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 would be required to engage with: i) Popular narratives of ‘disability’ and ‘ability’ so as to track the changing definitions; ii) To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions?; iii) To visit educational institutions to attempt an identification of the ‘barriers to learning and participation’ and to help schools move towards positive practices, cultures and policies.

(Extract from *Curriculum Framework For The NCTE Two-Year B.Ed.Programme, 2014*)



Alice Joseph
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



Inclusion Committee Formation And Functioning

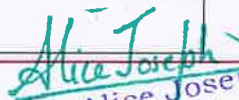
An inclusion committee was formed under the instruction of and functioning in the College under the leadership of Principal Dr.Sr. Alice Joseph, Dr. Hemalettha P.K. and Mrs. Marin Jose to ensure inclusive practices in the institution. Committee conducts regular surveys and feedback of different stakeholders 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.Hemalettha PK Associate Professor in Social Studies Education |
| 4. | College Office Representative | Rincy V.D. LD Computer Assistant |
| 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.Hemalettha PK Associate Professor in Social Studies Education |
| 4. | College Office Representative | Rincy V.D. LD Computer Assistant |
| 6. | Student representatives | Members of the College Union |


Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
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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 | Rincy V.D. LD Computer Assistant |
| 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.



Alice Joseph
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
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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 (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.



Alice Joseph

Dr. Alice Joseph
Principal in Charge
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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).

