



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences

(Facilitating Inclusive Education)

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



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

2.4.1

Facilitating Inclusive Education

Sl.No.	Specially Designed Activities	Reports	Documents	Page No.
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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)

Orientation on Inclusive education

Name of the Event	Orientation Session on Inclusive Education
Objectives	<ol style="list-style-type: none">1. To educate student teachers on the concept of inclusive education2. To equip student teachers with adequate knowledge and competencies regarding inclusive education so as to help them excel professionally as prospective teachers3. To help student teachers learn about the role of teachers in inclusive education4. To provide an opportunity for student teachers to establish a healthy relationship with each other
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Details of Resource Person	Mrs. Sudheesha K S, Former HoD and Social Psychologist, Department of Counseling and Special Education, International Indian School UAE
Date	2022-23(23/6/2022),2021-22(15/2/2022),2020-21(27/8/2021), 2019-20(10/3/2020),2018-19(1/2/2019)
Beneficiaries	Student teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

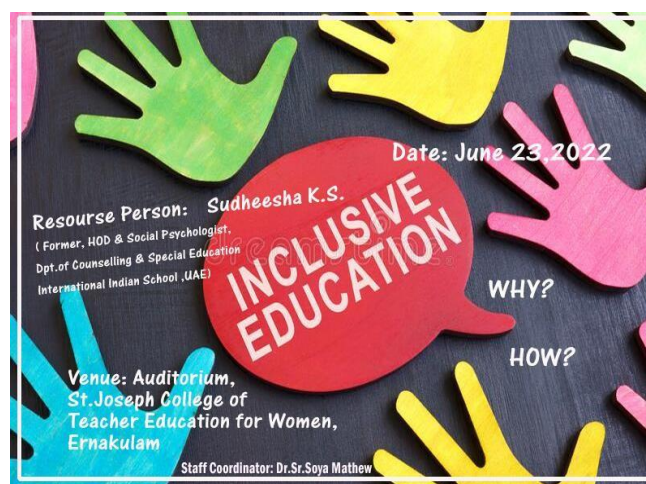
The college organized an orientation class on Inclusive Education for the first-year student teachers on 23rd June 2022. Dr. Sudheesha K S served as the resource person for the session. The session commenced with a thorough exploration of the concept of 'Inclusion.' Inclusive teaching was described as an approach that honors the diversity among students, enabling them to actively engage in learning and realize their full potential. It also emphasizes the importance of meeting the distinct learning needs and preferences of students, regardless of their backgrounds, learning styles, or abilities, while eliminating any obstacles hindering their learning process. The resource person clarified terms such as





adaptation modification, and accommodation, shedding light on their relevance in an inclusive classroom. She went on to elaborate on the various ways adjustments or modifications can be implemented, with a particular focus on the teaching and learning environment. The resource person emphasized the essential role of teacher confidence in effectively executing planned lessons. Understanding the number of students with special needs (CWSN), their diverse types, and proficiency levels was highlighted as a fundamental step. Teachers were encouraged to take note of common adaptations that apply to all categories of CWSN. These adaptations encompassed creating an accommodating classroom environment, optimizing seating arrangements to minimize distractions, providing regular breaks, allowing extra time for completing assignments and utilizing modern technology as an aid. Furthermore, the importance of delivering clear and specific instructions was stressed and teachers were encouraged to include CWSN students in group activities or provide them with necessary peer support, buddy systems, or scribes when needed.

The class proved to be highly informative, equipping aspiring teachers with the knowledge and skills required to effectively support and educate children with special needs. It not only raised awareness about the principles of inclusive education but also instilled a sense of preparedness among student teachers to create an inclusive and supportive learning environment that caters to the diverse needs of all students. Dr. Sudheesha K S's expertise and guidance undoubtedly enriched the students' understanding of inclusive education and their ability to implement inclusive teaching practices.



Brochure of Class on Inclusive Education





Images on Sessions by Mrs. Sudheesha K S





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Documentary Evidence of orientation of Inclusive Education

Date: June 23, 2022

Resource Person: Sudheesha K.S.
(Former, HOD & Social Psychologist,
Dpt. of Counselling & Special Education
International Indian School, UAE)

**INCLUSIVE
EDUCATION**

WHY?

HOW?

**Venue: Auditorium,
St. Joseph College of
Teacher Education for Women,
Ernakulam**

Staff Coordinator: Dr. Sr. Soya Mathew









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Special tuition program for facilitating inclusive education

Report

Beneficiaries : Weak Students of St. Mary's HSS Secondary Section

Participants : Student Teachers of the 22-23 Academic Year Batch

Venue : St. Mary's CGHSS Ernakulam

The college devised the Special Tuition Program for Enhancing Inclusive Education with the primary aim of catering to the educational requirements of underperforming students in the Secondary Section of St. Mary's Higher Secondary School. This initiative engaged student teachers from the academic year batch of 2022-2023, enlisting their support and guidance to bolster the academic progress of these students.

- **Academic Enhancement:** The program sought to facilitate academic improvement among weaker students across various subjects, ensuring that they could bridge the gap and keep pace with their peers.
- **Promoting Inclusive Education:** By offering tailored assistance to students with diverse learning needs and abilities, the program aimed to champion the cause of inclusive education.
- **Skill Development:** The program also served the dual purpose of enhancing the teaching skills and practical experience of student teachers by providing them with hands-on exposure to the roles of tutors and mentors.

Key Components of the Special Tuition Program:

- **Identification of Struggling Students:** Students in need of supplementary academic support were identified based on their performance in assessments and teacher recommendations.
- **Personalized Learning Plans:** Individualized learning plans were meticulously crafted for each struggling student, taking into account their specific areas of difficulty and the pace at which they learned.





- **Weekly Tutoring Sessions:** The heart of the program lay in its weekly tutoring sessions, where student teachers provided either one-on-one or small group instruction to the identified students who were facing academic challenges.
- **Comprehensive Subject Coverage:** The tuition program encompassed a wide array of subjects, ranging from mathematics and science to language arts and social studies, all tailored to meet the specific needs of the students.
- **Ongoing Monitoring and Assessment:** The progress of students was closely monitored and regular assessments were conducted to gauge improvements and adjust teaching strategies as needed.
- **Mentoring and Guidance:** Going beyond academics, the student teachers assumed the role of mentors, offering guidance and emotional support to the struggling students, thus fostering a nurturing and encouraging learning environment.

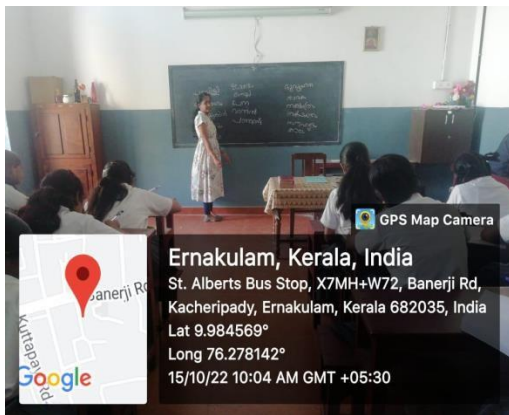
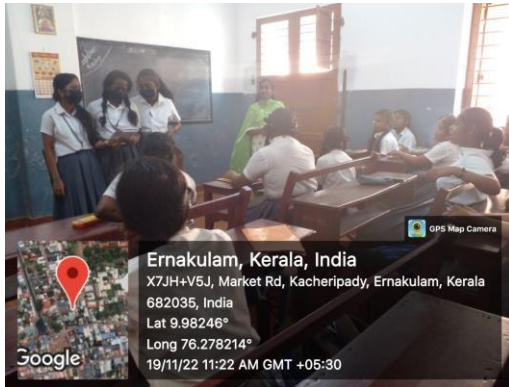
The program emerged as a resounding success, effectively catering to the educational needs of underperforming students. This program not only yielded improvements in their academic performance but also actively championed the principles of inclusive education. Furthermore, it provided invaluable teaching experience to the participating student teachers, equipping them with the practical skills and insights needed to excel in their future roles as educators.

The dedication and hard work exhibited by the student teachers in their efforts to facilitate inclusive education and support academically challenged students are indeed praiseworthy. Their commitment to the cause of education has made a significant and positive impact on the school community, highlighting the importance of collaborative efforts in advancing the quality of education for all students.



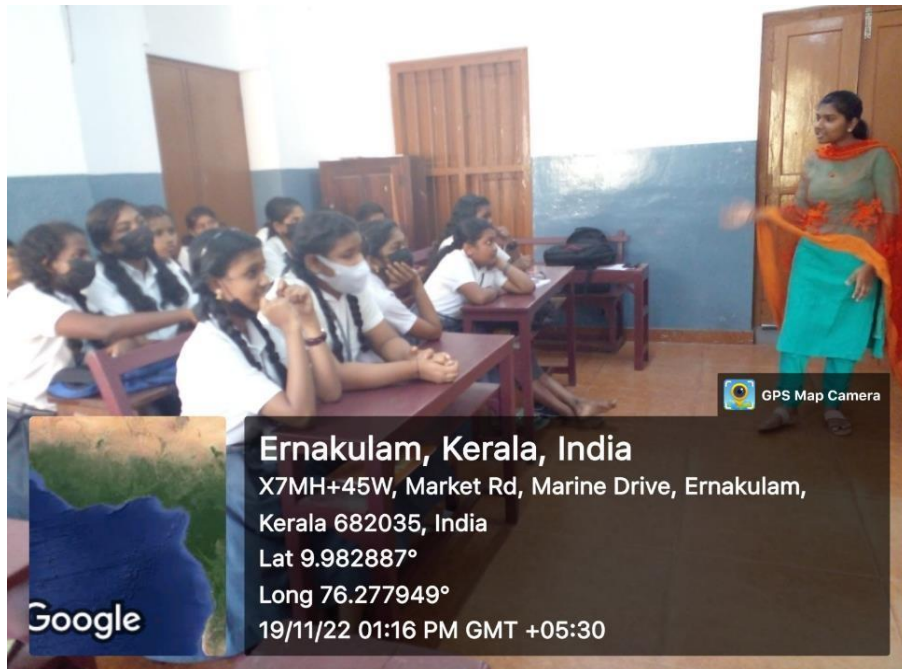


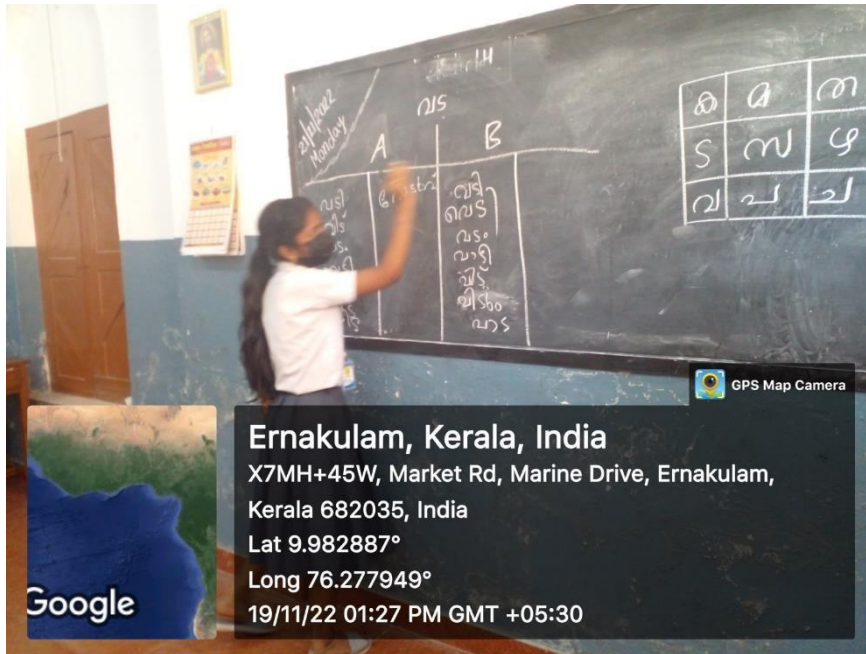
Images of special tuition

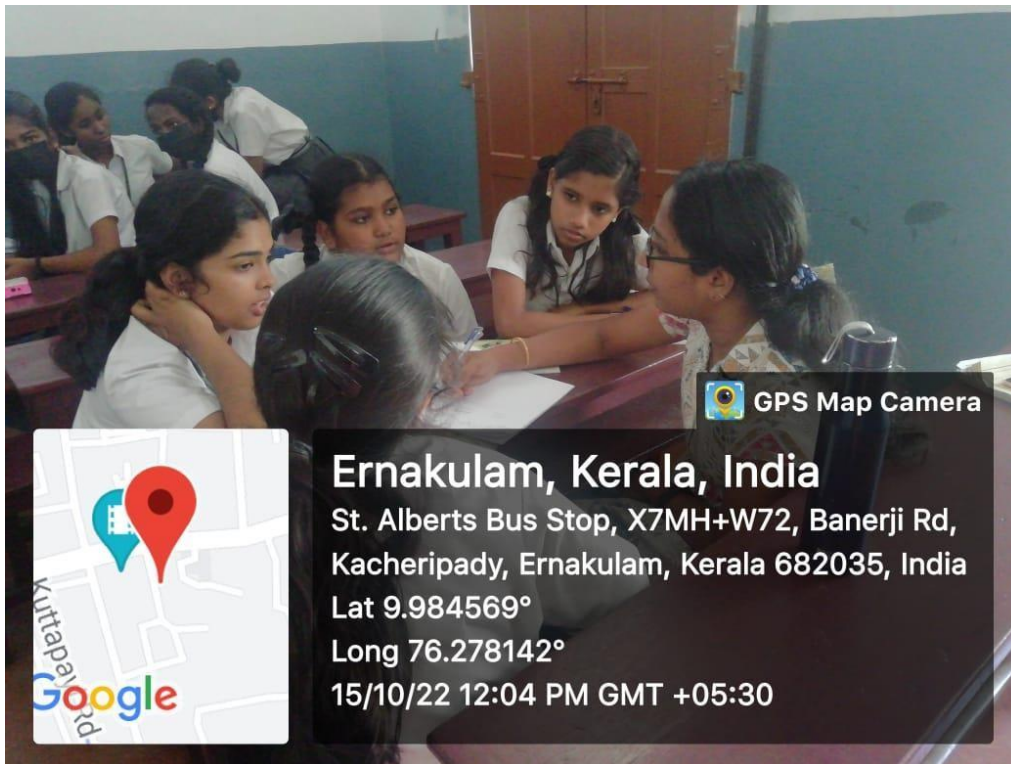
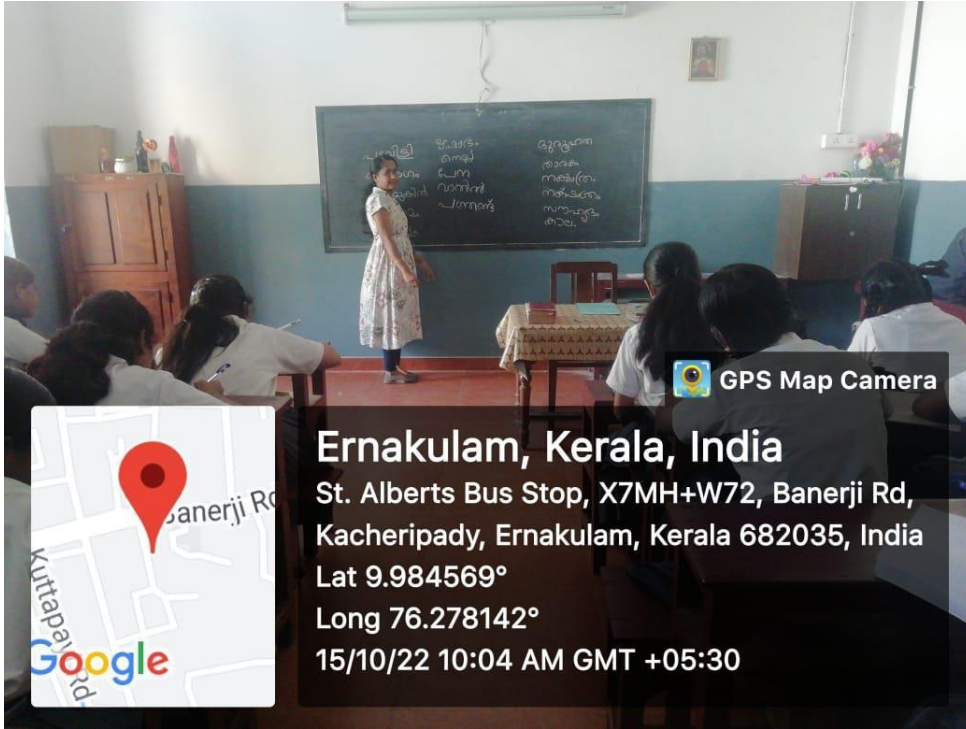




Special tuition photos











Snehasadan special school visit

Name of the Event	Snehasadan special school visit
Objectives	<ol style="list-style-type: none">1. Skills to interact with differently abled children2. Ability to identify functioning system of the educational programs for mentally challenged children in the institution.3. To know how to entertain these children and their problems
Date	12- 8-2022
Time	10: 30 am
Duration	One day
Resource Person	Sr. Celine
Beneficiaries	M.Ed students
Venue	Sneha Sadan Special School, Pothiyakkara.





Report

On August 11th, 2022, an orientation session was conducted for M.Ed. students by Miss Aswathy D.V. The purpose of this orientation was to prepare the M.Ed. students for their visit to Sneha Sadan Special School in Kalady, scheduled for the following day, August 12th, 2022, at 10 AM. During the orientation, Miss Aswathy D.V. provided comprehensive guidance on various aspects of planning and organizing the visit. Key topics covered included: Purpose of the Visit: Clarifying the educational objectives and goals for the visit to Sneha Sadan Special School. Addressing the logistical aspects, such as transportation arrangements and the meeting point for departure. Outlining the itinerary for the visit, including the starting and ending times, as well as any planned activities or sessions. Emphasizing the importance of respectful and considerate behavior during the visit, especially when interacting with students and staff at Sneha Sadan.

Advising students to be adequately prepared, which may include reviewing relevant information about the special school and any specific guidelines or expectations. Highlighting safety considerations and ensuring that students are aware of safety protocols while traveling and during the visit. By providing this orientation, Miss Aswathy D.V. ensured that the M.Ed. students were well-prepared for their visit to Sneha Sadan Special School. This preparation contributed to a more meaningful and organized educational experience for both the M.Ed. students and the students at Snehasadan.





Images of Snehasadan Special School visit



Sneha Saden School Staff



Play Ground

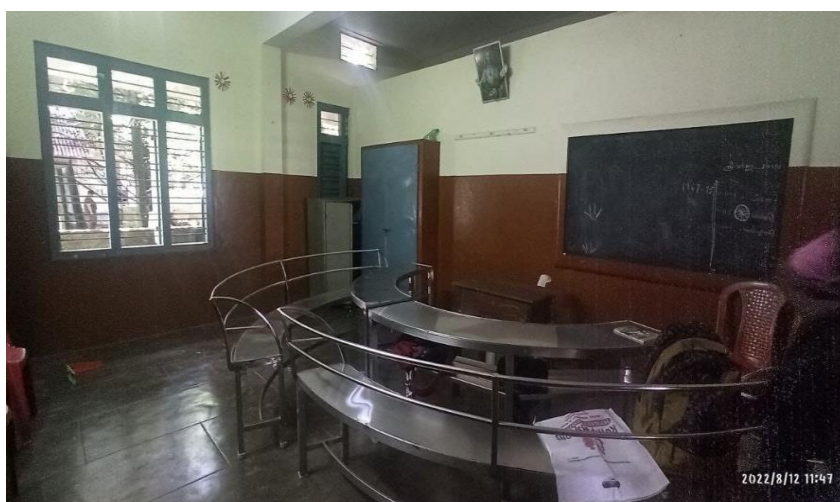




Shop



Classroom

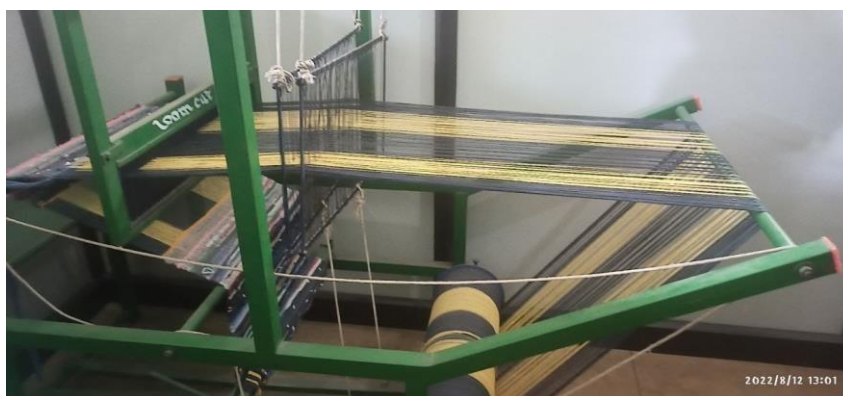




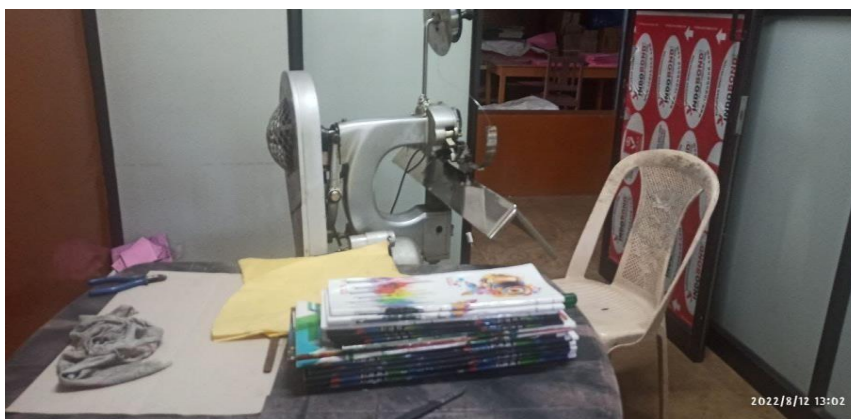
Physiotherapy



Mat Waving



Book Binding





Computer Lab



Candle Making



Special Class for disabled students





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Documentary Evidence of Visit to Sneha Sadanam-M.Ed

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN
KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA
(Affiliated to Mahatma Gandhi University, Kottayam)
Recognised by NCTE

From
The Principal

12-08-2022

To
The Principal
Snehasadan Special School
Mattoor
Kalady

Sub: - School Observation of M.Ed Teacher Educands
Sri/Madam,

May I inform you that the school observation in connection with the Practicum (Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2022-2023, is scheduled on 12.08.2022. I request your cooperation for the completion of their work.

The details of the students who are visiting the school are attached with this letter.

Thanking you
Yours faithfully
Alia Saph
Principal in Charge





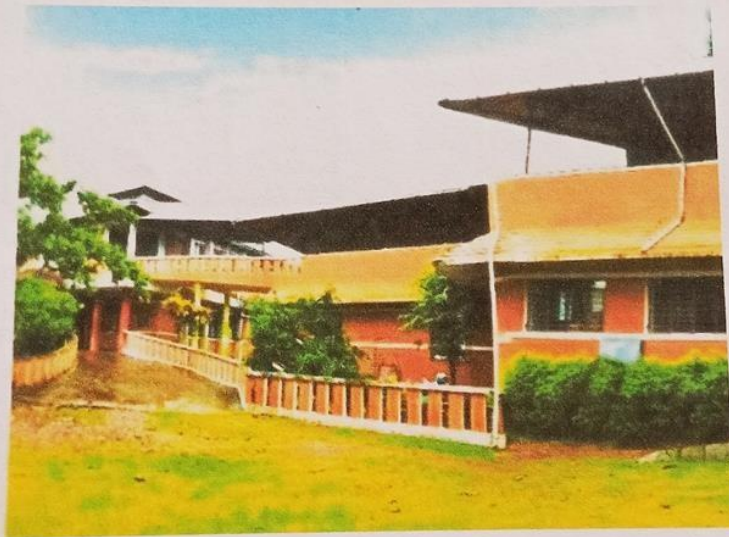
The name of M.Ed Teacher Educands are given below:

1. Krishna T D
2. Saniya Kurian
3. Bilby Thomas
4. Bivya Sukumar
5. Akhisha Antony K A
6. Deepa Dinesan
7. Rinta V S
8. Stephy Mendez
9. Elsa Susan Kurian
10. Merin J Kaniyarakam
11. Sajidha Meerasa B M



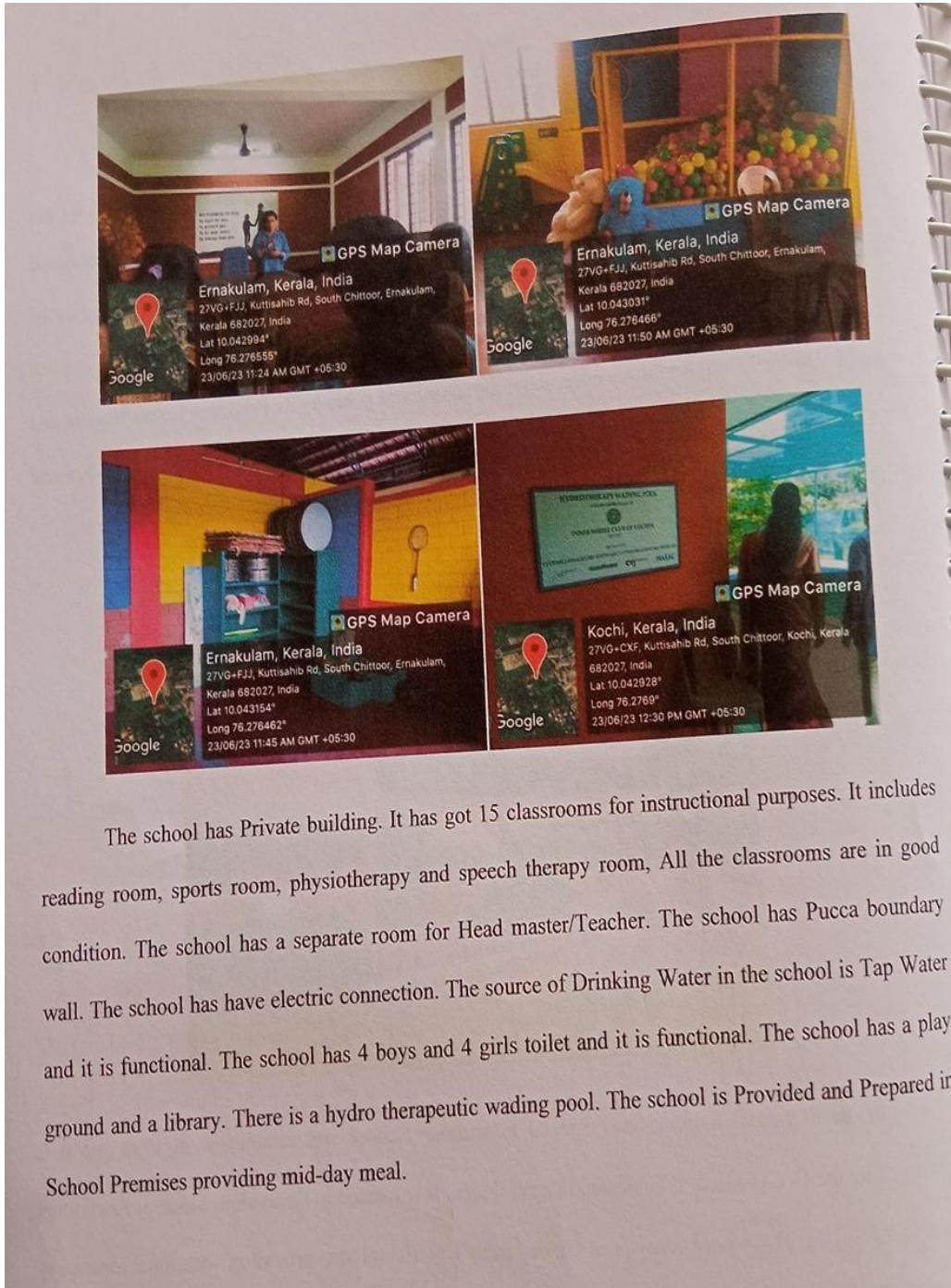


On 23rd June 2023, we, 11 of second year M.Ed students and our teacher Mrs. Sheeba A.S from St. Joseph College of Teacher Education for women, Ernakulam visited the Reena Memorial Samrakshana Special School as part of our academic study and practical experience. The purpose of the visit was to deepen our understanding of teaching methodologies and practices in this field. We reached the school at 11.00 am. An introduction about the school was given by its President Teresa Madam and the Principal. Then they took us around the whole place and showed us every classroom, children and activities there.



Reena Memorial Samrakshana Special Education School was established in 1998 and it managed by the Pvt. unaided. It is located in a rural area. It is located in Ernakulum block of Ernakulum district of Kerala. The school consists of Grades from 1 to 10 and also providing vocational training each student according to their capacity and skill. The school is Co-educational and it doesn't have attached pre-primary section. Malayalam is the medium of instructions in this school. This school approachable by all weather road.





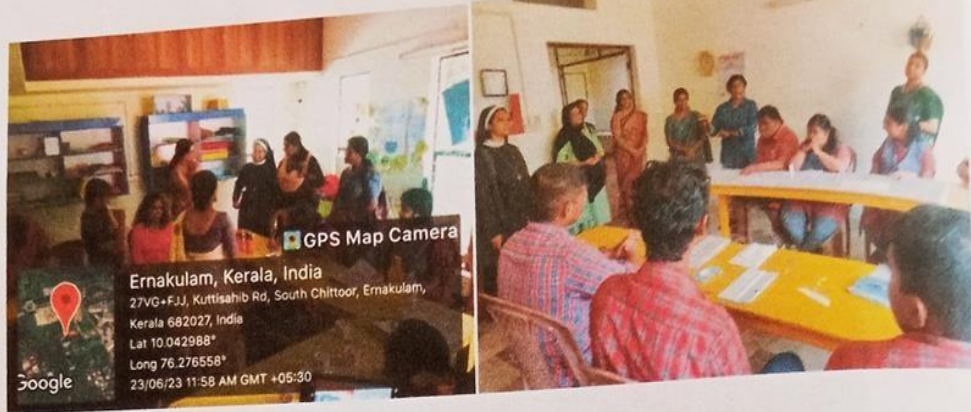
The school has Private building. It has got 15 classrooms for instructional purposes. It includes reading room, sports room, physiotherapy and speech therapy room, All the classrooms are in good condition. The school has a separate room for Head master/Teacher. The school has Pucca boundary wall. The school has have electric connection. The source of Drinking Water in the school is Tap Water and it is functional. The school has 4 boys and 4 girls toilet and it is functional. The school has a play ground and a library. There is a hydro therapeutic wading pool. The school is Provided and Prepared in School Premises providing mid-day meal.





Around 50 children are studying there. Children come and go to school every day. The institution does not have a residential facility for them. There are very few children below the age of 15. Most of the children are above the age of 15. Even if there are good classrooms and facilities, many classrooms are empty due to lack of children in small classes. More and more children have studied in normal schools as part of inclusive education and then when they are unable to go to another area, their parents enroll them in this special school. Vocational training is given more importance in this institution. Vocational training is provided with the intention that the children should do their own work and earn income for the family. Those children do the work of making handicrafts, making covers, washing clothes, ironing and Mushroom cultivation





The teachers provided individualized instruction tailored to the unique needs and abilities of each student, ensuring inclusive learning experiences. Students supported and learned from each other, fostering a sense of community within the school. The strong bonds formed between teachers and students, emphasizing the importance of trust, empathy, and positive reinforcement in special education settings. Students who perform well in each class are given the badge of Teacher Assistant. Those students are more motivated to take leadership in everything. This enables them to build their confidence and do things for themselves.





The visit to Reena Memorial Samrakshana Special School provided a valuable practical exposure to us, enabling to witness and learn from the inclusive teaching practices employed in special education. The experience enhanced our understanding of diverse learning needs and emphasized the importance of empathy, collaboration, and individualized instruction in creating an inclusive educational environment. The reflections and insights gained during this visit will undoubtedly contribute to our growth as future educators.

