



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004

(Recognised by NCTE, Affiliated to Mahatma Gandhi University)

CRITERION II

2.2 Honoring Student Diversity

METRIC: 2.2.2

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- **Assistive Devices/ Adaptive Inputs**
 - Field Visit at Special Education School
 - University Orders
 - Assistive Devices



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ASSISTIVE DEVICES/ADAPTIVE INPUTS

REPORT

FIELD TRIP AT SPECIAL EDUCATION SCHOOL



Submitted to,

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II M.Ed.



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WOMEN, KOTTAYAM


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INTRODUCTION

Special education is a modified programme which involves some unique tools, techniques and research efforts in improving instructional arrangements to meet the need of exceptional children. It is not a total different programme which is assigned for the normal children. But it adds a sort of design proposed to assist the gifted children, physically and mentally handicapped and socially retarded children. As it is a planned and systematically mentioned arrangement, majority of average children are not grouped into this category of education.

Special education can be provided in general schools with some special arrangement or in special schools the early history of special education was largely a history of separate schools; especially for children who were blind or deaf, whatever the problem, the solution was to put the child in a class with other children having similar problems. This was nothing but to exclude the handicapped from the main stream of the society. Thus separate, became only one of the meanings associated with special education. But as society's response to the handicapped began gradually to shift away from education critics of special classes, began to express doubts and there came special education.

In accelerating the special education programme, extra time may be devoted by the same teacher or by an expert in the concerning field when a project is taken for a delinquent child the child may be directed to attend his regular classes. He should also participate in all the curricular and co-curricular activities carried out by the school. In addition to this he may be assigned with extra consultation hours in the school with the counselor or school guidance officer or with the specific teacher to go through his special problems. The children with some difficulties may be included in this class but there is no necessity for the ordinary children to attend it. With such kind of designed programmes the exceptional children achieve a great deal success in their personal and academic endeavours.



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The purpose of the field trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim of this research is to observe the subject in its natural state and possibly collect samples. It is seen that more-advantaged children may have already experienced cultural institutions outside of school, and field trips provide common ground with more-advantaged and less-advantaged children to have some of the same cultural experiences in the arts.

REPORT

On behalf of the two year M.Ed. programme, we had one day field trip at a special education school. Dividing the entire batch to a team of two, comprising five members each, the internship was held at two special schools. As per the guidance provided by the department faculty, seeking permissions pre-hand, we had visited S.H.Njanodaya School for Deaf and Dumb, an elementary school in Arpookara, on 21st July, 2022. The team comprised of Anju, Divya, Jemima, Nimmy and Rosy. In order to fulfill the purpose of our visit we reached the institution earlier itself, before the school time, spending the whole day there. We were able to grab all the necessary information regarding the institution through the co-operation of the institution head, Sr. Ranit.



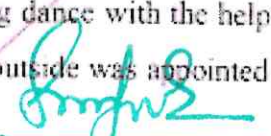
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The school has its working hours from 09:30am to 04:00pm. It is run under the guidance of Syro-Malabar Church. The school has classes from nursery to standard VIII, comprising 20 students and 8 specially trained teachers. Majority of the students were hostlers and very few have been day scholars. The school hours were engaged with independent cleaning activities, assembly, prayer, class hours, leisure time, recreational games, movie time etc. We were able to experience closely the characteristics of each children and the way they are dealt by the teachers. The teachers depicted to us the true portrayal of each student and the effort they put forth for their development. We were able to witness children who were deaf, dumb, having autism, learning disabilities etc. As normal school system, the curriculum followed here is as of the Kerala State syllabus but with slight variations in the pattern of examination question papers, catering the need of the students here.

All the classrooms were presented in a beautiful manner with creative chart works depicting the alphabets, words, pictures, numbers etc. portrayed by the students with the guidance of their respective teachers. Each classroom had a mirror to make the students understand their mouth expressions to develop speaking skill. The campus and the infrastructural facilities were highly appreciable with its clean, eco- friendly environment. It possess recreational area for children, a small pond ,hostel facility, a prayer area, open auditorium, TV room, sick room, audiology room, craft room, mess hall, mini park etc. The school encourages mini-organic farming in its courtyard.

The activities that were provided by the institution include work experience like craft works, drawing, embroidery, vegetable painting, making waste paper products etc. which is promoted among the students from standard V. They encourage competitions category wise at school level, as well as, in youth festivals and have history of bagging laurels and prizes. The school promotes tour creating good memories for the children. They give prominence to anniversary, annual day and all the significant days of celebration exploring student's skills and abilities. The peculiar way of teaching dance with the help of beats/sign/count was pointed out as an example. A teacher from outside was appointed




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for teaching dance here. A common hour was assigned for speech therapy and audiogram too.

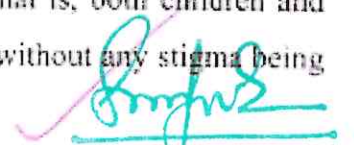
It's the joint effort of the management and the government that leads to the successful functioning of the institution. Indeed, it was a great experience and opportunity for all of us to be part of the institution at least for a day, having an insight on the value of this noble profession, to unveil within ourselves the true purpose of our life.



CONCLUSION

Dedicated special educators can really provide with a platform to the children with special needs and address their learning issues and help them succeed in life. For this purpose, opting for a special need's education course is necessary. Special needs education is of utmost importance for the holistic growth of children. This helps them grow and develop to be a part of the mainstream society. Having a disability of any kind should never stop anybody from conquering the world. That is, both children and adults, having special needs should be given every opportunity, without any stigma being




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attached to it. Children with special needs should be dealt with, in accordance to their requirements, so that despite their disabilities, they are able to clearly develop their cognitive abilities. Developing a broader education system and with educators who have specialized training is an urgent requirement. Learning should be a fun and an adventurous activity for both children with and without special needs.



A handwritten signature in blue ink, appearing to read 'Suma Joseph'. Above the signature is a pink checkmark and a pink scribble.

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മഹാത്മാഗാന്ധി സർവ്വകലാശാല, കോട്ടയം

സംഗ്രഹം

മൗണ്ട് കാർമൽ കോളേജ് ഓഫ് ടീച്ചർ എഡ്യൂക്കേഷൻ ഫോർ വുമൺ, കോട്ടയം - 2023-25 ദേശീയ ബാച്ചിലെ കാർത്തിക എസ് (PRN - 233240114478) എന്ന വിദ്യാർത്ഥിനിക്ക് ബി എഡ് പരീക്ഷകൾ എഴുതുന്നതിന് അർഹമായ ആനുകൂല്യങ്ങൾ അനുവദിച്ചുകൊണ്ട് ഉത്തരവ് പുറപ്പെടുവിക്കുന്നു

പരിശോധനാ നിയമം രൂപം 26 സെക്ഷൻ

നമ്പർ. 11770/EI 26/2023/എം.ജി.യു

പ്രിയദർശിനി ഹിൽസ്, തിരുവനന്തപുരം: 24.11.2023

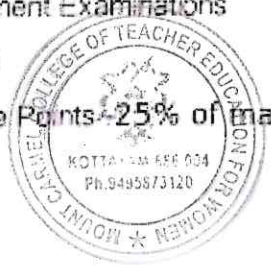
- പരാമർശം-1. 30.10.2023 തീയതിയിൽ കാർത്തിക എസ് സമർപ്പിച്ച അപേക്ഷ
- 2. 30.10.2023 തീയതിയിൽ പ്രിൻസിപ്പൽ, മൗണ്ട് കാർമൽ കോളേജ് ഓഫ് ടീച്ചർ എഡ്യൂക്കേഷൻ ഫോർ വുമൺ, കോട്ടയം സമർപ്പിച്ച കത്ത് നമ്പർ .158/എം സി ടി ഇ /2023-2024
- 3. ഡിസബിലിറ്റി സർട്ടിഫിക്കറ്റ് നമ്പർ -D1-7162/15 തീയതി 17.11.2015 - ജില്ലാ ആശുപത്രി കോട്ടയം ൽ നിന്നും ലഭ്യമായത്
- 4. സ.ഉ .നം .7396/AC A1/2022/MGU തീയതി 11.07.2022
- 5. സ.ഉ .നം .5575/AC A3/2023/എം.ജി.യു തീയതി 19.05.2023

ഉത്തരവ്

മൗണ്ട് കാർമൽ കോളേജ് ഓഫ് ടീച്ചർ എഡ്യൂക്കേഷൻ ഫോർ വുമൺ, കോട്ടയം- ൽ 2023-25 ഔദ്യോഗിക വർഷത്തിൽ ബി.എഡ് (ഇംഗ്ലീഷ്) കോഴ്സിന് പഠിക്കുന്ന കാർത്തിക എസ് (PRN - 233240114478) എന്ന വിദ്യാർത്ഥിനി Bilateral Optic Atrophy (100% Blindness) അനുഭവിക്കുന്നതിനാൽ ബി എഡ് പരീക്ഷകളിൽ അർഹമായ ആനുകൂല്യങ്ങൾ അനുവദിക്കുന്നതിന് പരാമർശം (1),(2) ഇവ പ്രകാരം പ്രിൻസിപ്പാൾ മുഖേന അപേക്ഷ സമർപ്പിച്ചിരുന്നു.

പരാമർശം(3),(4),(5) പ്രകാരം കാർത്തിക.എസ് എന്ന വിദ്യാർത്ഥിനിക്ക് എല്ലാ ബി.എഡ് പരീക്ഷകൾക്കും താഴെ പറയുന്ന ആനുകൂല്യങ്ങൾ അനുവദിച്ചു കൊണ്ട് ബഹുമാനപ്പെട്ട പരീക്ഷാ കൺട്രോളർ ഉത്തരവായിരിക്കുന്നു.

- (1) Compensatory time not less than 20 min/hr
- (2) Service of scribe/interpreter/reader/lab assistant
- (3) If not availing (a) & (b), additional time minimum 1 hr/ 3 hrs duration
- (4) Use of Computer /Braille converter
- (5) Exemption from the payment of Examination fee for all University Examinations including supplementary and Improvement Examinations
- (6) Content based evaluation
- 7) Grace marks/Grace Grade Points -25% of maximum marks/25% of maximum Grade



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പരിഷ്കരണം

അസിസ്റ്റന്റ് മേജിസ്ട്രേറ്റ് 3 പരിഷ്കരണം
പരിഷ്കരണ കൺട്രോളർമാർ

പകർപ്പ്

- 1 കാർമ്മികപുസ്തകം
- 2 പ്രിൻസിപ്പൽ, മേജർ കാർമ്മിക കോളേജ് ഓഫ് ടീച്ചർ എഡ്യൂക്കേഷൻ ഫോർ വുമൺ കോട്ടയം .
- 3 . വൈസ് ചാൻസിലറുടെ പി എസ് / പ്രൊ- വൈസ് ചാൻസിലറുടെ പി എസ് .
- 4 . പരിഷ്കരണ കൺട്രോളറുടെ പി എസ്
- 5 . ബദൽ II / ഡി ആർ I / എ ആർ VIII - പരിഷ്കരണ വിഭാഗം
- 6 . കൺട്രോൾ ഫയലിൽ / റെക്കോർഡ്സ് സെക്ഷൻ

ഉത്തരവിൻ പ്രകാരം



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 സമാ ജോഷ്
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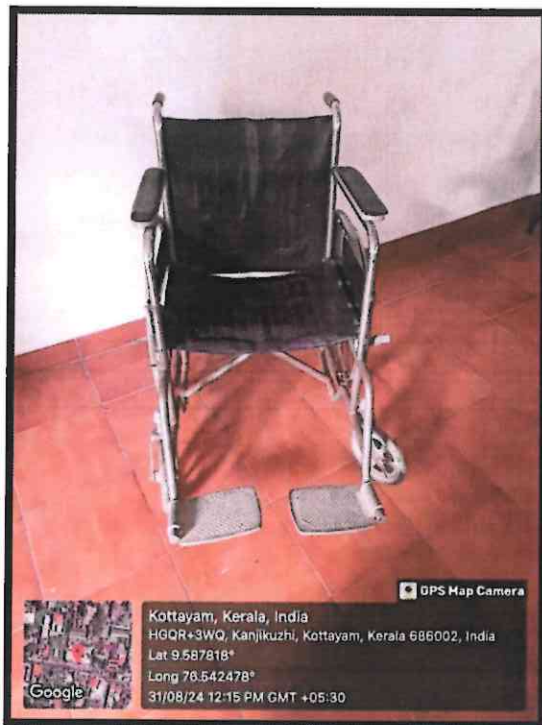
ASSISTIVE DEVICES AND ADAPTIVE STRUCTURES (FOR THE DIFFERENTLY ABLED)


Mount Carmel College of Teacher Education for Women appreciates uniqueness of every individual and differential student's needs are catered as an institutional activity in accordance with learner needs. For this purpose the institution has an inclusion policy to ensure inclusive practices for the Divyangjans in the institution.

Once learner needs are identified, need based continuous mentoring and support is provided. Special care with personal interaction on regular basis is provided. Ramp, wheel chair, peer assistance, scribe, comfortable seating arrangements, provision of learning materials in e format, software for blind, students friendly toilet are the facilities available in the institution for the differently abled learners.

Software For Blind

<https://www.nvaccess.org/download/>




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