



N.K.T. National College of Education for Women

(Autonomous)

Report on the Development of Competencies and Skills for Effective Teaching-Learning & Evaluation

2018-2019

The ever-growing Teacher Training Programme necessitates the need for competencies and skills in budding teachers for the overall development of school students and the College provides opportunities for chiselling the student-teachers through various activities and experiences in the form of Orientation Programmes, Workshops, Seminars and through activities during curriculum transaction hours. Teaching and Learning are two divisions involved in the process of Education. The most desirable learning outcome takes place only when the taught content is clearly known, understood and realized by the learners. So, it is the utmost responsibility of teachers to organise the learning activities for an effective classroom teaching.

1. Organizing Learning

A lesson plan is a document that outlines the content of your lesson step by step. Lesson plans are the best way to deliver an effective and engaging lesson. Lesson plans also help keep you on track to ensure that your learners hit their goals and targets, in line with your course curriculum.

A lesson plan is usually prepared in advance and can either cover a one-off activity, an entire lesson, a unit or course, a day, or a week. Lesson plans primarily include a schedule of activities that a teacher will deliver in the lesson. A lesson plan will

comprise of General Objectives, Specific objectives, Teaching Learning Materials, Activities, Goals and Feedback. Whilst a lesson plan is a place to schedule your activities, it can also be a great document to refer back to when planning future sessions. If a teacher is planning for a difficult lesson, such as hands on experience, the lesson plan can be handy for the teacher and the students by outlining expectations.

The student-teachers of the College are exposed to Unit Planning and Lesson Planning during the II semester as it forms a part of the syllabus pertaining to Pedagogy of a School Subject (CPS2a). The students are made to understand the concept of lesson planning and the difference between lesson planning and unit planning. They are taught the various approaches in the preparation of daily lesson planning from Herbartian type lesson plan, Educational Objectives based lesson plan and Innovative lesson plan during curriculum transaction hours. The faculty members of the College follow Objectives based lesson plan and they teach the same to their student-teachers. Having learnt the intricacies of writing a lesson plan along with its General Objectives and Specific Objectives, they endeavour to write the lesson plans for their respective subjects and languages. While drafting the lesson plans, the student-teachers realise the importance of illustrating the concepts with examples in order to avoid boredom and monotony. They learn to include activities and language games, which are taught to them during the course, Language across the Curriculum (CPS4). They also make use of the vocabulary which they had identified during the above-mentioned course. Having understood the interrelationship of disciplines and subjects through the course, *Understanding the Disciplines and Subjects* (CPS1), they try to bring in concepts from other subjects to substantiate and demonstrate their ideas. Similarly, the students-teachers understand that it is important to check the progress of their wards by giving them creative assignments and project works.



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2. Developing Teaching Competencies for Effective Teaching-Learning Processes

Effective education can be attained through the efforts of well-qualified, competent and effective teachers. Teachers need a constant review of their attitudes and beliefs about learners and learning processes. They should motivate their students and show the willingness to design teaching and learning that is fit for the purposes. Effective teachers mainly focus on students and adopt combination of various learning activities considering the syllabus. The physical facilities, training techniques etc., no doubt supplement a teacher's efficiency but these cannot be substituted for a teacher. An effective teacher will definitely touch the minds and lives of the students and will bring desirable changes and modification in their behaviour and develop positive attitudes towards life.

Teacher effectiveness refers to the measure of success of teacher in carrying out Institutional and other specified duties demanded by the nature of her position. Teacher effectiveness includes efficacy in strategies of instruction, student and classroom management, interpersonal relations, evaluation and feedback, etc. Effective teaching should be considered only in relation to effective learning. Most studies emphasised that for an effective teacher, qualities such as knowledge of subject matter, skills in instruction and personal qualities. Effective teachers are described as energetic, imaginative, having sense of humour, etc.

Effectiveness of teacher, based on competencies and performance is important in any educational background. The teacher competency or the performance would be enhanced by various criteria adopted for teaching effectiveness. The term Teaching Competency refers to the set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession. Teacher's teaching competencies include pedagogical, cultural, communicational, personal, intellectual, etc., which are needed for effective teaching.

As the development of Teaching Competencies is the crux of a Teacher Training Programme, the College endeavours to chisel the teaching competencies of student-teachers from the start of B.Ed. and B.Ed. Special Education (V.I.) Programme. At the beginning of every academic year, the College conducts an Entry Level

Behaviour Test, which tests the Teaching Aptitude, Teaching Attitude and the Teaching Competencies of the student-teachers. After analysing the feedback, the student-teachers are categorised as Above Average, Average and Below Average. They are further divided into groups of 12 or 15 under a mentor. Under such mentors, the student-teachers practice Mini Teaching after undergoing observation classes, demonstration classes and Micro Teaching sessions.

During curriculum transaction hours, the faculty members orient the student-teachers on Micro Teaching and Mini Teaching. In order to understand Mini Teaching, the student-teachers are introduced to the skills of Micro Teaching. The student-teachers learn that Micro Teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. They understand that Micro Teaching is practised worldwide to improve teaching skills and to promote real-time teaching experiences. They learn the three phases of Micro Teaching namely, Knowledge Acquisition phase, Skill Acquisition phase and Transfer phase and the Micro Teaching cycle, which comprises of plan, teach, observe, re-plan, re-teach and re-observe, as promoted by Stanford University.

The student-teachers are introduced to major skills of Micro Teaching namely, Skill of Set Induction, Skill of Introducing, Skill of Explanation, Skill of Questioning, Skill of Probing Questions, Skill of Illustrating with examples, Skill of Blackboard Writing, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Classroom management and Skill of Closure. Having learnt the components of the various skills, the student-teachers endeavour to learn the concept of Mini Teaching. The idea of Mini Teaching, which is an extension of Micro Teaching, is taught to the student teachers. The student-teachers realise that they should practice Mini Teaching for 15 minutes for a small lesson plan drafted for the same, following the steps of Introduction, Instruction, Interaction and Closure.

After adequate orientation, the student-teachers practice Mini Teaching under their respective mentors for 2-3 days. The student-teachers write 5 Mini Teaching lesson plans and practise at least three out of it. The sessions are observed and scored by the respective mentors and the feedback is given to the student-teachers for

development of Teaching Competencies. During the academic year 2018-2019, Mini Teaching was practised from 10th September 2018 to 15th September 2018.

3. Assessment of Learning

Assessment of Learning is a process where teachers seek and use evidence to decide where learners are in their learning, where they need to go, and how best to get there. It is used to make judgements about teaching decisions, and directly improve learning. Assessment is gathering information to make a judgement. Much of the evidences will arise from the daily classroom activities, which will alert the teacher to clarify some instructions. This approach to assessment is known as formative assessment as it 'informs' learning. This approach can be contrasted with the summative assessment, which 'sums up.'

Assessment of Learning is mandatory to check the level of knowledge acquisition and the result of Teaching-Learning Processes. There are five types of Assessment of learning namely, Diagnostic Assessment (Pre-assessment), Formative Assessment, Summative Assessment, Norm-Referenced Assessment and Criterion-Referenced Assessment. A teacher carries out Diagnostic Assessment to assess a student's strengths, weaknesses, knowledge, and skills in order to plan for the Teaching Learning process and to cater accordingly to the needs of the diverse students. It is usually done at the beginning of a year, a unit or a lesson. A Formative Assessment assesses a student's performance during instruction and usually occurs throughout the instruction process as Continuous Comprehensive Evaluation. A Summative Evaluation measures a student's achievement at the end of the instruction. Finally, a Norm-Referenced Assessment compares a student's performance against other students and a Criterion-Referenced Assessment measures a student's performance against a goal or specific objective.

The student-teachers are taught the importance of assessing the Teaching-Learning Process with the help of various tests, especially Diagnostic Test and Achievement Test. The faculty members who handle the core course on 'Evaluation' orient the student-teachers regarding the different types of tests like formative, summative, diagnostic, norm-referenced test, criterion-referenced test, standardised test, teacher made tests, etc, and also the presence of variety of tests like the objective type, very



short answer type, short answer type, paragraph question and essay questions. The student-teachers are oriented regarding the differences between the different types of tests present for the assessment of learning. They are also taught the nuances of drafting a blue print for preparation of Achievement Test Question Paper, which needs to be administered for the school students at the end of School Internship. The students learn the marking scheme and the precautions to be observed while drafting the question paper for Achievement Test. During the academic year 2018-2019 and at the beginning of Semester II, the 2018-2020 batch of student-teachers were oriented regarding the ways of assessing learning between 08th December 2018 and 30th April 2019.

4. Technology use and Integration

Technology provides instant accessibility to information, which is why its presence in the classroom is so vital. Smart phones, computers, and tablets are already an omnipresent element of everyday life for students and teachers alike. It is only natural that the use of technological devices in the classroom is explored to create meaningful learning experiences for students of all ages. Utilizing different types of technology in the classroom creates learners who are actively engaged with learning objectives. The implement of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate.

Integration of technology in education simply refers to the use of technology to enhance the student learning experience. There is a common misconception that the integration of technology in the classroom can be a financial burden for schools and Colleges, but students do not necessarily need their own tablets or laptops to succeed with technology. The use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies like power points, games, internet homework/assignments or online grading systems can be difference makers in students' growth in the classroom.

PowerPoint Presentations can be used to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the

PowerPoint can be embedded within the slides. Educational apps like Kahoot can be used in the classroom to review information after a lesson or unit. Teachers can create and share Kahoots with one another while students can create anonymous user names to participate in the game. This allows for whole class participation from students who may usually be reluctant to participate in class. Kahoot is accessible to play on phones or computers and teachers can determine if they want students to work independently or be assigned o teams.

Posting homework assignments online (via learning platforms like Blackboard, Moodle, etc.) is one of the ways teachers can integrate technology in the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organised.

Communication is a key element in education that helps teachers, administrators, parents and students recognise a student's strengths and areas for improvement. Online grading systems such as Power School facilitate lines of communication where teachers can post grades, analyse student attendance patterns, and manage transcript data. When school/College has a well-equipped computer lab and language laboratory lab, technology can allow teachers to implement differentiation throughout instruction. Students can work at their own pace during assignments and teachers have the opportunity for one-on-one instruction. The benefits of technology can enhance any contemporary classroom. However, the way technology is implemented and used in classrooms will differ.

As a part of Teaching-Learning process, the student-teachers are given orientation regarding the use of technology for Teaching-Learning Process. The syllabus of the course, Pedagogy of a School Subject, contains a unit on Instructional Materials to be used for teaching-learning process with elements of the different technologies that have been in use since the start of Training Programmes in the country. The student-teachers are introduced to teaching aids like Epidiascopes, Projectors (slide and film projectors), Radio, Tape recorder, Television, Video tape/Video Cassette Recorder (VCR), DVD, MP3, VCD, Motion pictures/Movies, Computers, LCD, Audio-tutorial system and Language Laboratory. They are also oriented on learning platforms like MOOC, SWAYAM and INFLIBNET and on digital tools like Kahoot, Padlet, Quizlet, Piktochart, etc., through workshops and seminars. Having gathered

information, they prepare multimedia package on any topic to enrich the teaching-learning process. They use the internet to browse on critical issues and write a report of the same. The students are motivated to present seminars on the impact of ICT in educational Institutions.

5. Organizing Field Visits

A field trip or excursion is a journey by a group of people to a place away from their normal environment. When done for students, it is called school trip or College trip. The purpose of the field trip is usually observation for educational purposes or to provide students with experiences outside their everyday activities. According to Krepel and Duvall (1981) defines field trip as an instructional trip, school excursion or school journey with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts and subject matter. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes.

Field trips may be planned for the following five purposes: To provide firsthand experience, to stimulate interest and motivation, to add relevance to learning and interrelationships, to strengthen observation and perception skills, and to promote personal development. Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010). The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2010)

Field trips are most often done in 3 steps: preparation, activities and follow-up activity. Preparation applies to both the student and the teacher. Teachers often take the time to learn about the destination and the subject before the trip. Activities that happen on the field trips often include lectures, tours, worksheets, videos and demonstrations. Follow-up activities are generally discussions that occur in the classroom once the field trip is completed. Popular field trip sites include zoos,

nature centres, and community agencies like government agencies, amusement parks, science museums and factories. Field trips provide alternative educational opportunities for the students and can benefit the community if they include some type of community service. Field trips also provide students the opportunity to take a break from their normal routine and experience more hands-on-learning.

Students who go on field trips become more empathetic and tolerant. A study conducted found that students that participate in a field trip to an art museum show increased empathy, tolerance and critical thinking skills. Studying art gives students a chance to think about a topic or theme from a different perspective. Field based learning increases test scores, too. Field trips and hands on learning make concepts more memorable. Additionally, field trips are important because students are able to engage with content in a variety of ways. Concepts are presented through different media and different modalities, so student who struggle with traditional learning can feel smart and confident. They are able to access the content better when they can learn holistically. When they return to College, the trip that they took can serve as points for an entire unit.

The curriculum of B.Ed. Programme has Field Trip as one of its components. Accordingly, the student-teachers are taken to places of historical importance for engagement with the field. During Semester IV, the students are given opportunities to explore their community, their glorious past and their contemporary world. They are introduced to places of significance, near and far. They are taken to places like Pondicherry Ashram, Dakshina Chitra Museum, Vivekananda Memorial, B.M. Birla Planetarium, Government Museum, Valluvar Kottam, Connemara Public Library, Anna Centenary Library, etc. The student-teachers observe, interact and accumulate memories and information for remembrance and report writing. After arrival, the faculty members guide the student-teachers to draft and present their report for scoring. When the student-teachers are introduced and exposed to such places, it kindles a spirit of citizenship and patriotism and they grow up with a holistic personality.

During the academic year 2018-2019, the student-teachers of B.Ed. and B.Ed. Special Education Programmes were taken to Dakshinachitra, a cultural centre of heritage, art, architecture, crafts and performing arts in the state of Tamil Nadu on

01st March 2019, Mamallapuram, a World Heritage Site and Crocodile Park in Chennai.

6. Conducting Outreach Activities

Outreach is an effort by individuals in an organization or group to connect its ideas or practices to the efforts of other organizations, groups, specific audiences or the general public. Outreach often takes on an educational component that is the dissemination of ideas, but it is increasingly common for organizations to conceive of their outreach strategy as a two-way, in which outreach is framed as engagement rather than solely dissemination or education. The objective of outreach is to explain the benefits of research to a larger public. Because of the important role science plays in peoples' lives and the significant and increasing impact of humans on the environment, there is a great and growing need to improve links between scientists and society and the need for outreach becomes prominent and welcoming. Some funding agencies recognize this need and have shaped their priorities accordingly to "promoting teaching, training, and learning" [NSF, 2007]. There are many different types of outreaches, but they can be categorized into these four groupings: domiciliary (undertaken at individual homes), detached (undertaken in public environments and targeting individuals), peripatetic (undertaken at public or private environments and targeting organizations rather than individuals) and satellite outreach (where services are provided at a dedicated site.)

Outreach is an activity that provides services to any population that might not otherwise have access to those services. A key component of outreach is that the group providing it is not stationary, but mobile; in other words, it involves meeting someone in need of an outreach service at the location where they are. Compared with traditional service providers, outreach services are provided closer to where people may reside, efforts are very often voluntary, and have fewer, if any, enforceable obligations. In addition to delivering services, outreach has an educational role, raising the awareness of existing services. It includes identification of under-served populations and service referral and the use of outreach tools like leaflets, newsletters, advertising stalls and displays, and dedicated events. Outreach is often meant to fill in the gap in the services provided by mainstream (often

governmental) services, and is often carried out by non-profit, nongovernmental organizations.

Outreach activities are meant to engage a large audience and to bring knowledge and expertise on a particular topic to the public. Outreach activities can take several forms, such as school presentations, workshops, public talks and lab visits, etc. Outreach implies an interaction between the sender and the receiver of the message, there is an engagement and a two-way communication between the individuals in an organisation and the public. An effective outreach program, in addition to addressing an important need, also should identify and target a particular audience. Potential target audiences include policy makers, resource managers, teachers, students, citizens, and particular professional or recreational groups. The target audience will vary depending on need, so determining the specific need will help identify the correct target audience, thereby allowing for the development of the best outreach method.

In addition to determining the need and audience for an outreach program, identifying some specific measurable outcomes and products also is important. Being specific and explicit about one's goals, the organisation or the concerned individuals will focus on efforts and will also allow for evaluating success and impact. A few examples of specific and concrete goals to consider include increased test scores for students, a change in attitudes and behavior of community members, the creation of a website that is regularly consulted by a target audience, and an observable change in the use or quality of a shared resource (e.g., water or air quality).

The identification of need, target audience, and desired outcomes will help with the design of an effective outreach method. Some examples of outreach activities include public lectures, field trips for students or adults, community-based participatory research, community or professional workshops, the development of an educational brochure or citizen's guide, partnering with teachers, and service on a board or committee of a local volunteer organization.



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Guidelines for effective outreach:

- Meet people where they are
- Be respectful
- Listen to your community
- Build trust and relationships
- Get the word out in a non-stigmatizing manner
- Offer service and information in a variety of locations and at non-traditional times, especially after work hours
- Make written information friendly and easy to understand
- Provide information in the primary language of those who will use the service
- Follow-up, follow-up, follow-up.

The College conducts a lot of outreach programmes for the benefit of the community and to facilitate the student community to become socially responsible citizens and to be sensitive to the needs of the adjoining community. The outreach programmes are organised for academic development, personal development and for catalyzing the civic responsibilities of target population and oneself. Field Trips, Awareness Programmes, Debates, Competitions, etc. are arranged consistently.

The College arranges outreach programmes for the students of the community through School Internship Programme. The student-teachers of the College arrange for outreach activities in their internship schools by providing information related to contemporary concepts or by participating in the fairs and rallies organised by the Internship Schools. They organise activities for developing the communication skills of the school students and for aiding the mathematical abilities of the students.

Adhering to the norms prescribed by the Indian Higher Education regulators like MHRD and UGC, the College conducts outreach activities not only for Literacy of children but also Adult Literacy. It has been carrying our Adult Programmes in the name of MANAR and basic education like alphabets, basic arithmetic, time


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management etc. are taught for the adults found in the neighbouring to the community.

In addition to Academic outreach activities, social outreach activities are also conducted by the College. Every year, as a part of Citizenship Training Programme, the student-teachers are taken to old age homes in the city of Chennai. As preparatory efforts, the faculty members and the student-teachers get ready with some of the requirements of the senior citizens. When they visit the homes, they interact with the elderly and try to bring solace to the burdened mind and heart for a few hours. They arrange for programmes to make them smile amidst the brooding turmoil that had been created due to the grave reality. Apart from these, the College conducts Programmes and seminars as a part of social outreach. During the academic year, an Awareness Programme on 'Communicable Diseases and Leprosy' was organised on 30th August 2018 and Mr. C. Maria Arputhasamy, District Health Educator, Department of Public Health and Preventive Medicine, was the resource expert. Similarly, UGC sponsored Community Adoption Awareness Programme on 'Health and Hygiene' was conducted on 24th September 2018. Orientation to School and College students on Protection of Children from Sexual Offence ACT, 2012 on 30th January 2019 and Awareness Programme on Disaster Management on 20th February 2019 were organised.

7. Community Engagement

Community engagement is involvement and participation in an attempt to promote the welfare of the community. It is defined as "a dynamic relational process that facilitates communication, interaction, involvement, and exchange between an organization and a community for a range of social and organizational outcomes." It can also be called as community consultation, community empowerment, community collaboration, community management, community development, stakeholder engagement or stakeholder management. Community engagement can be volunteering at homeless shelters, emergency assistance programs, neighbourhood clean-up programs, etc. It offers an ethical, reflexive, and socially responsive approach to community-organizational relationships with engagement practices that

aim to both understand and be responsive to community needs, views, and expectations.

Community engagement is the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people. It is a powerful vehicle for bringing about environmental and behavioural changes that will improve the health of the community and its members. It takes a strategic approach to the relationships, communication and interactions between community members and an organization to try to influence outcomes for both. As a result of community engagement, an organisation can build trust with the community members and its level of satisfaction with the organisation, its initiatives and endeavours.

Principles of community engagement:

Before starting to work with a community,

- Define purposes, goals and populations
- Know the community
- Sharing of goals, benefits and costs
- Look for collective self-determination
- Community partnerships
- Respect community diversity and culture
- Mobilize community assets and develop capacity
- Maintain flexibility
- Commitment to collaboration.

Community engagement has become a part of College and universities. Community engagement sometimes called community-based learning can be a powerful experience for students as it may deepen classroom learning and build problem solving skills in a real-world context. Numerous studies have shown that community engagement improves learning outcomes, increases ability to apply classroom knowledge to real world problems, and improves critical thinking skills. It also increases self-efficacy and builds inter-cultural understanding, communication and leadership skills. The Colleges and universities who incorporate engagement into

their courses benefit a lot as the students exhibit stronger commitment to research, increased networking opportunities and higher job satisfaction. The community partners gain additional human resources to achieve their goals, and students bring new energy, enthusiasm and ideas. As a part of community engagement, the students can be taken to museums, exhibitions, and professionals can be invited to increase problem solving abilities of students, students can be permitted to interview locals and professionals and they can be invited to conduct workshops in the premises of the Institution. The College arranges for community engagement for the student-teachers to give them an exposure to such community engagement activities.

Community Engagement Programmes such as Promoting Herbal Garden in Schools on 25th August 2018, Medical Camp for Building Healthy Community through Prevention and Care on 01st October 2018, Rally for Sensitizing the Community on Unity and Integration on 31st October (National Unity Day) and Campaign to Sensitize Community on Rights and Responsibilities of Consumers on 17th December 2018 were organised by the College.

8. Facilitating Inclusive Education

Inclusive education also called as inclusion is education that includes everyone, with non-disabled and disabled people, including those with special educational needs, learning together in mainstream schools, Colleges and universities. Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staffs have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students. Everyone works to make sure all learners feel welcome and valued and that they get the right support to help them develop their talents and achieve their goals. When education is truly inclusive it can actually benefit all learners, not only Disabled learners.

Inclusive systems provide a better-quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a

child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Similarly, the education system must recognise that it creates barriers for Disabled learners, for instance if parts of the school are inaccessible. Disabled pupils and students may require adaptations and support to access the curriculum.

Basic Elements of Inclusive Education:

- Use of teaching assistants or specialists: These staffs have the potential to be inclusive or divisive. For instance, a specialist who helps teachers address the needs of all students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.
- Inclusive curriculum: An inclusive curriculum includes locally relevant themes and contributions by marginalized and minority groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.
- Parental involvement: Most Institutions strive for some level of parental involvement, but it is often limited to emails home and occasional parent-teacher conferences. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

To make inclusive education a reality, the Institutions need to do the following:

- ensure that educators have the training, flexibility, and resources to teach students with diverse needs and learning styles
- ensure that Institutions receive adequate and sustainable financial support so that all activities and services are fully inclusive
- empower parents to assert their children's right to education in inclusive settings
- enable the entire community including mainstream and special educators, social workers, parents, and students to work together and participate in the design, delivery, and monitoring of education, thereby reframing inclusive education as a shared responsibility




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As the College has B.Ed. Special Education Programme, it has the requirements for supporting Inclusive Education. The Department of Special Education possess mandatory accessible devices like Slate and Stylus, Perkins Braille Machine, Braille Embossed Printer, Thermoform Machine, Audio Records, CCTV, Spur Wheel and Braille Reading Readiness Kit. The Mathematical Assistive devices available are Taylor Frame, Abacus, Geometry Kit, Geo-board, 3D Models, etc. They possess Vision devices also, both optical and non-optical. The Optical devices available are Magnifier, Telescope, Lamination, Magnifier, etc. It also has non-optical devices like Typo scope, Signature guide, Highlighters, etc. There are mobility devices like White Cane, Folding Cane, Tactile Map, Wheel Chair, etc. There are Recreational & Leisure devices also like Adaptive Chess Board, Cards (Braille), Sound Ball, Embossed dice, etc. The Department of Special Education converts the curricular content in print form and provides the same in Braille format to the student-teachers, with the Assistive Technology Software, Duxbury. Audio Version books, Jaws and Tactile Teaching Learning Material are also available.

The College has a disabled friendly environment like ramps, slopes accessible toilets, differently abled sign boards, etc. It provides support services to the Visually Challenged students by offering mobility devices like cane and by assisting the Visually Impaired students with readers and scribes for written examinations.

In addition to these facilities, the College offers Perspectives in Education course, Creating an Inclusive School (PE7) for the students of both General B.Ed. and B.Ed. Special Education. Through this course, the students learn the importance of Inclusive Education, the need for Inclusive set up in schools and the requirement for additional amenities in order to facilitate Inclusiveness in Schools and Colleges. During the academic year 2018-2019, CRE Programme on Use of Technology and Development of Teaching and Learning was organized on 27th and 28th February 2019 by the Department of Special Education.


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9. Preparing Individualized Educational Plan (IEP)

An Individualized Education Plan (or Program) is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational Institution receives specialized instruction and related services. The IEP is developed by a team of individuals from various educational disciplines, the child with a disability, family members, and/or designated advocates.

An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students. Each school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability. Without a doubt, writing--and implementing--an effective IEP requires teamwork.

An IEP typically includes the following:

- The involvement and progress of the child with a disability in the general curriculum.
- All related services for which the child qualifies.

- Appropriate educational accommodations necessary for the child to be successful.
- The child's present levels of educational performance.
- Measurable annual goals and objectives for the child's education.

Key Characteristics of an IEP

An individual education plan should have the following characteristics:

- Special
- Individualised
- Have a shelf life of one year (max)
- Specify targets and goals
- Specify teaching methods and supporting strategies
- Be regularly reviewed
- Shared with the student
- Shared with parents and carers
- Be a working document

These characteristics deserve further description:

Special

An individual education plan can be the medium by which we put the special into special education. It is, by necessity, about going beyond what is normally available in the curriculum, and specifies what is particular and special about the provision that is being offered to an individual student, irrespective of the place where that provision is delivered.

Individualised

Each individual education plan is tailor made for a particular student. IEPs produced for children with special needs should not look the same, and those produced for children attending the same class should not have identical targets. The individualised nature of the planning depends on in-depth knowledge of a child's strengths, needs and aspirations.

Has a shelf life of one year (max)

An individual educational plan should not cover more than one academic year, because to extend further than that would lead us into distant speculation and vagueness. The IEP is a more immediate plan that specifies the learning and teaching that will happen in a relatively short time frame. IEPs can be written for a term or even a week, but the time frames must be realistic. Often a written IEP covers a full academic year and, at the same time, more detailed targets are developed for weekly or termly instruction.

Targets and goals are specified

The individual educational plan specifies the targets and goals that a student will achieve within a given time frame. It should be noted that the term educational is used in its broadest sense and goals can include social targets, self-help skills, attendance goals as well as targets for academic learning and cognitive development.

Specifies teaching methods/supporting strategies

The individual education plan also specifies how these targets and goals will be taught in terms of the methods and resources that will be used to support the learning.

Reviewed regularly

An IEP needs to be monitored and reviewed, not least to gauge whether or not it is being effective. Systems for doing this can vary widely and there is no doubt that a key adult needs to take responsibility for co-ordinating information to ensure that reviewing is effective. In my experience, in the mainstream context this is an important role for the specialist teacher.

Shared with the student

A really effective IEP is one that the student understands and to which he or she is committed. Depending on the student's level of skill, he or she can be engaged in

the process from the very beginning, from planning through to self-monitoring and review.

Parents participate

Parents play a crucial role in helping to develop meaningful goals and in implementing aspects of the agreed plan. Their involvement and commitment is essential to the process.

A working document

Most of all a meaningful individual educational plan is a working document, which can be modified in light of experience and must be responsive to changing situations. It is always discouraging to hear any of these key participants say that an IEP exists, but they are not sure what it says or where it is. This suggests that the IEP exists in paper only and is without meaning or value. It should be a guide to which students, teachers and parents refer on an on-going basis.

IEPs are highly recommended for:

- students with additional needs
- students not achieving to their potential (this may include high-ability students, where appropriate)
- students at risk of disengagement
- students who are young carers (where appropriate)
- any other students determined by the school as needing an IEP.

Clearly, the IEP is a very important document for children with disabilities and for those who are involved in educating them. Done correctly, the IEP should improve teaching, learning and results. Each child's IEP describes, among other things, the educational program that has been designed to meet that child's unique needs.

The Department of Special Education orients the need for IEP for the student-teachers of B.Ed. Special Education as it is a part of the B.Ed. Curriculum. The student-teachers are elaborated on the merits and demerits of IEP during the third semester and they endeavour to draft a few lesson plans based on IEP. The



requirements of disabled children are taken into consideration while drafting the Individualised Educational Plan. The instructional materials and teaching strategies are also chosen according to the presence of disabled children. When the student-teachers go for School Internship, they try to follow and teach according to their Individualized Plan.



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