St. Columba's
Middle Section
New Delhi

ENRICHMENT CENTRE
2016-17
An Inclusive setup for our differently abled
Students from Classes 4-10
Since 2002 onwards to date

Introduction

***Outreach*:** We at St. Columba's have an added dimension to the definition of "outreach" as we incorporate the values of Blessed Edmund Rice and strive to reach out to cater to the academic, emotional and social needs of those who are economically & socially disadvantaged and marginalized.

***Ethos*:** Our aim as special educators, our vision is in sync with those of the Christian Brothers' i.e. – care and deep compassion for the poor, education for children from different cultural, socio-economic and religious backgrounds. Our endeavour is to empower the children under our care with skills that would enable them to be productive members of society.

Inclusion: commenced from 2008-09: Focus on children with special needs to increase their chances of being integrated in mainstream classrooms. (Those with severe behavioural problems go to the counselor)

- ✓ In class Support

- ✓ Opportunity for the acknowledgement of excellence in Scholastic & Non-scholastic area

***The care-receivers*:** Over the years, our numbers have increased and currently we are supporting **134** children from **class 4-10** in various disciplines.

They come from backgrounds such as:
- Low socio economic (EWS)/ disadvantaged background.
- Single parents
- First generation learners
- Conflicting value system
- Non-supportive/receptive parents
- Complete absence of academic/emotional support
- Differently abled (CWSN)

Role of Special Educator

➢ **Caregivers – Seven special educators**

- Bridges gaps in Learning

- Informal assessments

- Counseling & Behavior Modification

- Home visits

- Assisting mainstream teachers in developing teaching strategies for special children

- In-class support

- Parents Counseling

SPECIAL CURRICULUM

A STEP FORWARD IN CATERING TO THE INDIVIDUAL NEEDS OF THE CHILD.

✓ The differently abled children who are formally assessed and are diagnosed with Learning Disability/Disabilities are taught the following subjects by Special Educators:
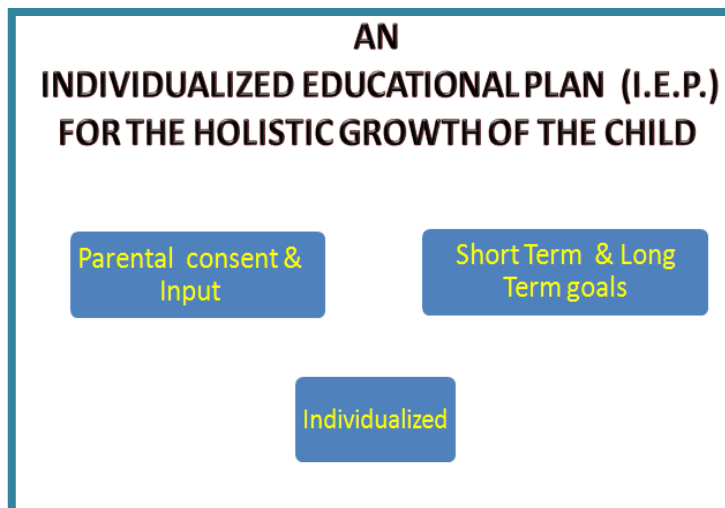

English (classes 4-8)

Math (classes 4-8)

Science – In Class(class 4 & 5)

✓ Syllabus ,curriculum and assessments (special papers) are **customized as per the level of the child**

✓ The same support is mentioned in their Report Card

✓ **AN INDIVIDUALIZED EDUCATIONAL PLAN (I.E.P.)**

• Developed for each student

• It covers Short Term and Long Term goals for the holistic growth to the child.

AN
INDIVIDUALIZED EDUCATIONAL PLAN (I.E.P.)
FOR THE HOLISTIC GROWTH OF THE CHILD

Parental consent & Input

Short Term & Long Term goals

Individualized

SUPPORT TO MAINSTREAM STUDENTS

➢ **SUPPORT STRUCTURE TO MAINSTREAM STUDENTS**– for reinforcement of concepts

- **English (classes 4-8)** (teaching sound is very important for special children and requires patient drilling . Using blends, syllables , phonics , diagraphs) .
- **Math (classes 4-8)**
- **Science – In Class** (classes 4 & 5)
- **Eight mainstream teachers** are supporting E.C. children in English and Maths w.e.f 2016-17
- Class 5- English

- Class 6- Math
- Class 7- English
- Class 8- Math

Alternate Subjects / Exemptions

The students who are **formally assessed** are provided with alternate subjects approved by CBSE.

Alternate subjects offered:

- Foundation in Information Technology
- Home Science
- e-Office & e-Publishing
- Art

1. **Foundation of Information Technology (FIT):** As CBSE has already introduced vocational subjects, the school management decided to part with NIOS and so introduced Foundation of Information Technology in 2010-11.

Learning Objectives:

- Understanding organization of a computer system and networking.
- Ability to work on office tools such as word processor, spreadsheet and presentation.
- Awareness of basic information security issues.
- Ability to design HTML webpage
- Basic understanding of database designs.

Students have been performing well. At Senior Secondary level , they take up I.T. (Vocational Stream) . Most of them take up BCA (Bachelor of Computer Applications) at tertiary level .

2. **e-publishing and e-office**: it was introduced in 2015-16

Learning Objectives:

- awareness of software in open domain and their licensing Scheme
- awareness of ethical practices in computing
- Understanding of internet operation and web applications.

3. **Home Science**: it was introduced in 2015-16
Learning Objectives:

- Awareness of the four basic area of home study
- Understand sociology concepts related to family
- Learn about child development
- Understand fiber, fabric and clothing
- Awareness of Resource management; community development.

4. **Art:** it was introduced in 2015-16
Learning Objectives:

- Help learner to consolidate past experiences and knowledge;
- Learners develop a sense of organization and design wich inculcates in them a sense of order with regard to their personal appearance, home, school and community.
- It also develops aesthetic sensibilities and respect for social values and cultural heritage.

Use resourcefully locally available material to make different products (objects) with the help of the community.

Exemptions

Exemptions for the Formally Assessed Students (approved by CBSE)

- Third Language (Classes 6-8)

- Mathematics, Science, Social Studies, Hindi as per the guidelines of CBSE

Examination

➢ **Support Structure:**

❖ **Types of paper made for EC students (depending upon their capability)**

▶ Mainstream paper

▶ Accommodated Mainstream Paper (Providing with Spacing & big font size)

▶ Special paper for subject taught in Mainstream – (Simplified instructions, more objective type questions)

▶ Special Curriculum paper - (as per the level of the child)

❖ **Kinds of support by the educators**

✓ Reading help

✓ Extra time.

✓ Scanning for sequencing and completion of the paper after the paper is submitted by the student.

Extended Support

Home Visits: Educators visit home of the high risk cases. Each educator visits two homes per year. Observing the home environment, the educator gets a better insight into the child's life at home and how it impacts his behaviour and learning in school.

Remedial Classes after School: Children who struggle to meet the minimum level of learning are provided with remedial classes after school.

Raising self-esteem:

- ✓ Opportunities to participate in co-scholastic activities such as Rhyme and Rhythm , drill displays – all forms of dramatic representation.

- ✓ Enhance leadership qualities as prefect/class monitor is being attempted but does not work as prefects are all high level academically (If you don't have it , you can't give it) .

- ✓ Affirmation of academic potential by awards – internal/external

- ✓ Appreciation card/certificates for affirmation of positive behaviour.

Behaviour Modification: Strategies-

- ✓ Identification of problem behaviour and developing customized strategies to bring positive changes

- ✓ Reinforcement : To increase the desirable behaviour and reducing the frequency of undesirable behaviour

Guiding Parents:

✓ Workshops

✓ Counseling

> ✓ Parents are allowed to observe their ward's classes and are advised to follow up the same at home.
>
> ✓ Consistent guidance is provided to parents regarding the procedure of formal assessment.
>
> ✓ Regular feedback is shared with the parents regarding their child's limitations/strengths/learning difficulties/disabilities and coping strategies.

Other Support

➢ Learning enhancement by providing notes for Science (4-10) , SST(8-10)

➢ Regular (Monthly) Parent - Teacher Meetings

➢ Fulfilling students daily needs (stationery, food, clothing/uniform, medicines)

Success Story:

S.no	Name	Year of Passing	Currently doing	%
1	Jeswin Paul	2012	Completed BCA IP University	
2	Anmol Khorana	2012	Completed BA (Political Sc), DU	
3	Alan Wilson	2015	Presently pursuing BCA (IP)	72%
4	Amal George	2015	Presently pursuing BCA (IP)	86%
5	Maxwell B.Raj	2015	Presently pursuing BCA (IP)	86%
6	Akshay Behl	2015	Presently pursuing BCA (IP)	89%
7	GAUR YASH	2016	Hotel Management ,Amity University	80%
8	GEORGE AKHIL	2016	Admitted to BCA(IP Univ)	91%
9	Kunjumon Amal	2016	Hotel Management , Laxmi Nagar Inst.	77%
10	NORONHA JOHN ALLEN	2016	Admitted to BCA(Manav Rachna Univ)	69.80%
11	ARYA PRANAV	2016	Admitted to BCA(IP Univ)	83.40%
12	GOVEAS RAYMOND ZARON	2016	Admitted to BCA(IP Univ)	78.80%

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