



MECHANISMS TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS

The students who enter into the field of teaching profession may differ in terms of various needs. The student diversities in terms of learning needs include slow learners, fast learners, learner's needs with special reference to language and communication. The institution identifies the student diversities through student profile maintained by the faculty members while adopting various activities. The various activities include Mentoring/ Academic Counselling, Peer tutoring and feedback, Remedial learning engagement, learning enhancement activities, collaborative tasks, use of assistive devices and adaptive structures and with lingual interactions.

Mentoring/ Academic counseling

During the academic year, the student teachers were grouped into ten and were allotted to ten mentor teachers under the guidance of mentor teachers, students were given personal assistance and individual guidance based on the personal and academic needs. Students who need additional academic support are taken care of and were recommended for remedial learning classes by the mentor teachers.

Peer feedback / Tutoring

Feedback is obtained from peer group as part of the curricular activity helps to identify the students with different learning needs. The discussion lessons and criticism lessons dealt with as part of the curriculum enable the teacher educators to identify the content competency as well as skills required for the teaching profession. Along with this, the skill learning session - Microteaching skills also helps the learner to focus on his own weakness in the teaching skills required for a teacher. The specific difficulties identified are practiced through microteaching process.

Remedial learning engagement:

The list of students identified with different learning needs are forwarded by the concerned teachers to the academic coordinators and the academic coordinator is responsible for conducting remedial learning strategies. The list of students thus organized are communicated with the concerned teacher educators. The remedial learning sessions are usually organized during Saturday's and extra time is spent for remedial teaching. Apart from identified students, other students can come and join the group as an additional support.

Collaborative Tasks:

The teacher education curriculum offers different types of collaborative works among the student teachers which helps to identify the students potentials in different aspects. The capacities and skills of students may differ in terms of academic, personal, organizational , communication and other related aspects in teaching . Students are directed to work in groups both curricular and cocurricular activities including community services, group discussions, capacity building programmes, shared classes through practice teaching sessions, organization and participation in community living camps etc. The individual student is assessed through such various collaborative activities and appropriate measures are adopted by the teacher educators to deal with the deficiencies if any among the students.

Assistive devices and adaptive structures:

Students with different learning needs are provided with appropriate measures for their qualitative improvement in learning. Braille is provided for visually challenged students to support the learning process. Students with physical and motor disabilities are provided with sufficient structural modifications in the institution including Ramps, Rails, provision of scribes for the examination, wheel chairs, provision of recorded classes and corresponding links, Braile facilities and Rest rooms separate for boys and girls.

Multilingual interactions and inputs:

The communication skills is an important aspect of the teaching profession. The ability to transact through both regional language and English is considered as an essential part of communication skill. Hence the

various kinds of interactions among teacher- pupil communication during the course helps to assess the communication skills of learners in different contexts. The institution offers facilities for enhancing the linguistic skills of the students and also supports the students having multilingual competencies by providing appropriate opportunities for enhancing the same.

When students with diverse learning needs are identified, the institution take measures to deal with the needs effectively. Those students who need additional academic supports are provided with appropriate remedial measures, including provision for remedial teaching and learner enhancement and provision of adaptive structures for the students. Those students who are identified with above average performance in various aspects are provided with opportunities for provision of enrichment programmes such as participation in both intercollegiate and intra collegiate competitions, provision of special projects and assignments.



PRINCIPAL
Sree Narayana Training College
Nedunganda, Pin: 695307