

# **SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA**

## **REPORT OF INSTITUTIONAL PROVISIONS FOR CATERING TO DIFFERENTIAL STUDENT NEEDS**

To address the differential student needs, various programmes and activities are organised by the college. Students with diverse needs are identified during the initial stages of the course itself. Different categories of students with various needs are addressed through diverse activities.

### **Mentoring**

Mentoring is done by the faculty of the college. During the initial days of the commencement of the classes itself, the students are divided equally into 9-10 groups and a mentor teacher is assigned to each group. As an initial activity of the institution, each mentor teacher establishes a good rapport with the students, which is maintained throughout. As part of the initiation to Induction Programme, the students are directed to undergo a Retreat - where students have to present their talents in a talent show. The mentor teacher identifies the potentialities as well as the struggles of each student through the programme, and renders an emotional support to the students who need encouragement or who show inhibition in expressing their views. Adapting to the B.Ed. course, which is a thorough transition from the normal stream of UG and PG courses, is found to be challenging for the students. The students are usually found to struggle to cope up with the new phase. This makes the role of a mentor teacher a demanding one. By creating the right mindset and approach, they give a helping hand to the students to successfully navigate the transition. Students who express difficulty in learning academic subjects discuss with the mentor teacher during the mentor meeting. Necessary help for improving their learning skills is provided. The mentor teacher also communicates the difficulty to the concerned faculty members and remedial instruction is arranged by the institution.

### **Remedial Instruction**

The institution conducts Mid-Semester Examination half-way during each semester. After the distribution of valued answer scripts and announcement of marks of the exam, the mentor teacher meets the mentees and discusses their performance in the exam. This is done to identify the students who are in need of special attention. Accordingly, remedial instruction is scheduled after the normal class hours or on Saturdays. Such a small group session provides the students the opportunity to discuss their learning difficulties freely. Since it is a one-on-one setting, students get more opportunities to interact with the teacher and clarify doubts. Thus the teacher ensures that the student fully understands the material. The teacher also tracks the students' progress and provide feedback on their performance, which can motivate them to work harder and improve.



  
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### **Multilingual Interaction**

Many students face problems to perceive the taught concepts due to language barriers. As Malayalam is our regional language, the students understand the ideas easily when communicated in Malayalam. Students who feel difficulty in communication, especially in English, are identified and a small group teaching in regional language (Malayalam) is arranged by the faculty members. They provide additional explanations and suggest resources that help the students better understand the content.

### **Counselling Services**

The faculty in charge of the Counselling Cell are Dr. Sangeetha N. R. and Dr. Smitha S. They provide counselling services to the students in need, as and when required, by helping them not only with academic issues, but also in personal and social matters. The issues that arise, which can be solved within the bounds of the college, are done so appropriately. Nevertheless, if the issues go beyond these bounds and counselling from external sources is required, that help is provided as well.

### **Innovative Teaching- Learning Techniques**

Various programmes are organised by the college to satisfy and foster the creative capacities and talents of students. Proper orientation is provided by the teachers for the innovative work done by the students during Semester 3 and 4. This includes the development and implementation of new and creative approaches to teaching and teaching-learning aids that can enhance the learning process and make it more effective and enjoyable for students. A seminar on Innovative Practices in Teaching is organised by the college every year since 2004 for student teachers. It gives a platform for the student teachers to expose their novel and innovative ideas in teaching and also to witness the expertise and skill of aspiring student teachers from various teacher education institutions. Minor Research Projects on socially, academically and contextually relevant topics are conducted by the student teachers in a phased manner under the guidance of a supervisor. Exceptional projects win recognitions and prizes in competitions.

### **Workshops and Seminars/ Webinars**

The college organises workshops and webinars for the development of students' skills like communication skill, life skills, social skills etc. The seminars and webinars, which include resource talks by distinguished personalities and subject experts, are organised. Such expert insights help students and faculty members to dig deeper into the realm of their field and to get exposure to the real-life experiences of people. Community Living Camps, Student Empowerment Programmes (SEP), and student- centred workshops are conducted for skill enhancement. Community Living Camp includes programmes for development of personal



  
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and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. Through Student Empowerment Programmes (SEP) and student- centred workshops, the various life skills for a person in the 21<sup>st</sup> century are envisaged.

### **Club Activities**

Student Clubs at a college are attuned to help students get most out of their experience while they are enrolled at the college for their academic pursuits. These student clubs offer limitless opportunities for student leadership and participation beyond classroom setup. The different roles played by student teachers in organizing the events help them develop the skills of coordination, anchoring, volunteering etc. Thus, they become capable of organising events in a systematic manner by themselves. The staff coordinators of each club ensures the active participation of all club members in organising programmes and sees to it that no student is left behind. This gives opportunities for even the introvert students to come forward.

### **Thought of the Day Programme**

The communication problem is something that students encounter as a major issue. The Thought for the Day Programme enhances the communication skill in students to a great extent. It updates them with recent issues and events and assists them to develop critical thinking. It also encourages students to deliver a speech in front of the audience and hence get rid of stage-fright and build confidence in themselves. The mentor teachers get chances to identify the difficulty levels of students and provide the necessary guidance and support to rectify the issue.

### **Development of Technical Skills**

In the fast-changing world, the teachers need to be technically efficient and possess e-literacy. The development of technical skill is a requirement for the aspiring teachers. For this, several ICT training programmes and relevant sessions like blog creation, updating blogs, presentations made by students, digital profile making, concept mapping, video scripting, e-content development etc. are conducted, which help them be technologically skilled teachers.

### **Capacity Building Programmes**

Capacity Building Programmes are conducted to draw out the best in the students. They become skilful, competent and confident in their capabilities. It makes the students realise their skills and potentials and assists them to become creative, unique and innovative.



  
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### **Participation in Intercollegiate Competitions**

The students are encouraged to participate in intercollegiate competitions related to academics, arts and sports, so that they get ample opportunities to expose their talents and gain confidence. The winning in these competitions motivate students by inculcating positivity in the form of rewards.

### **Socially Useful and Productive Work (SUPW)**

As an initial interrelationship session, Socially Useful Productive Work (SUPW) is conducted by the student teachers in Semester 1 under the instructions and supervision of the mentor teachers to enhance their skills and nurture their passion. This community-based practical done involves the construction, planning and execution of productive work, developing social sensitivity, seeking support from the locality and sensitizing with dignity of labour. The products and service are exhibited by the students under the leadership of each mentor teacher.

### **Peer Feedback and Tutoring**

Peer feedback is another strategy used by the institution to address the learner needs in teaching. As part of the curriculum, peer observation is done during practice teaching phase. The feedback and suggestions from peer group helps to enhance the professional competency of students who need support. Peer tutoring is also provided as per requirement.

### **Microteaching**

The implementation of microteaching practices included in the curriculum equips the prospective teachers in developing their teaching skills. Through this, the student teachers are able to master the teaching skills, whereby they get deeper knowledge regarding the art of teaching and gain confidence in teaching. As per the curricular requirements, one skill each during Semesters 1 and 2 need to be practiced. However, as the situation demands, the student teachers are made to practice more number of skills for crafting them to be competent teachers.



  
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