



**GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION**



CRITERION 2

KEY INDICATOR- 2.2 Honoring Student Diversity

2.2.2 – Mechanisms are in place to honour student diversities in terms of learning needs

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REPORT ON

Mechanisms to honour student diversities in terms of learning needs

Student diversities are addressed on the basis of the learner profiles identifies by the institution through

1. **Mentoring/ academic Counselling:** Mentoring of the students is done right from the first year of programme. Mentees are assigned to their respective Tutorial groups along with their Tutorial group incharge (Mentor). A mentor is generally occupied with 8-10 students whom they will meet at least once a week in their T.G. lecture. Here the mentees discuss their issues and problems regarding any subject in particular or related to the administration issues. The mentees normally attached to the same mentor throughout their course and also go for their internships based upon their Tutorial groups. During the internship programme mentors keep a track of Practice teaching, Lesson Planning and other work that a pupil teacher is required to do during this time. Also the TG students can report their problems pertaining to the classes assigned or any other duties undertaken in the allotted school. Additionally a mentor compiles the TG wise internal assessment and overall assessment of the pupil teacher as given by the school subject mentor and school head. The mentor will maintain a record of their accomplishment and achievement in the college and are regularly updates the record. The mentor will identify the students performing exceptionally well and those who are in need of additional academic support. The mentor observes the attendance of the mentee too. And also provide the students with academic counseling on the regular basis throughout the session. Even pass out students are also provided the required support and help in case they require for getting admission in the national or foreign university by writing reference for them.
2. **Peer feedback/ Tutoring:** Peer learning is encouraged through group discussion and presentation in theory and practical subjects. All students are exposed to the peer feedback during the class seminars on regular basis through classroom discussion and interaction as well. In particular during the third semester of their course peer learning places a key role in fostering and enhancing the essential skills required for a teacher. Pre internship program is designed in such a manner that each student undergoes through stimulated teaching mode in which they practice micro teaching skills among

their peer groups. Here both the teachers and fellow group mates provide elaborative and extensive feedback for mastering various skills. This also helps in the construction of team work, leadership qualities and interpersonal skills.

3. **Remedial learning Engagement:** The students are identified on the basis of house tests, class test and behavioural outcomes and those who are unable to perform as per the expected learning outcomes, are provided with extra time, learning engagement opportunities. College provides a provision for a remedial teaching for such students and a separate time is allocated in the time table for each of the foundation and pedagogy subject once a week. Also Internal assessment is disclosed transparently and displayed on the notice board so that learners get to know about their individual/group performance and they can seek appropriated guidance and feedback from their subject teachers for enhancement of their future performance. Thus this mends the learning gaps and equips students with core learning prerequisites appropriate to the particular grade.
4. **Learning Enhancement/ Enrichment inputs:** The learners are provided with ample opportunities to enhance and enrich their learning experiences by faculty through classroom performance, active participation, involvement and interaction in the classroom. Several out of the classroom activities are organized from time to time like Experts lectures, Workshop, Curricular activities like Maths Quiz, Science related demonstration, National and International Seminars, Field visits and many other things. Additional value added courses pertaining to learning enhancement are also organized for the above purpose.
5. **Collaborative tasks:** Cooperative learning techniques is being used for increasing the student's performance. Group activities like seminars, discussion, interactive guest lectures and relevant sessional work/ field work are assigned to the students as per the prescribed curriculum. Memorandum of understanding (MoU) has been signed with different higher education and other institutions with the purpose of optimum utilization of human and material resources for enhancing the quality of the teaching learning process.
6. **Assistive Devices and adaptive structures (for differently abled):** The institution adheres to academic ambience for differently abled as per their special needs and requirements. Different softwares related to the differently abled students is available in the college computer lab, ramp facility and full support to such students is provided as and when required.

7. **Multilingual Interactions and Inputs:** Students are free to attempt the house tests, class test, and exams in a multi language (Hindi, English and Punjabi). Even the teachers follow multilingual approach in the class for the concept clarity. An open Language lab for special training for the course of the semester is also provided.

Sheet

Bando

Principal
Govt. College of Education
Sector 20 – D, Chandigarh