



St. Gregorios Teachers' Training College

Meenangadi P.O, Wayanad, Kerala, India- 673591

(Managed by The Jacobite Educational & Charitable Society Reg. No: 22/1988)

Affiliated to the University of Calicut and Recognized by NCTE

Phone: 04936-247301 (Office), 9495176206 (Principal)


Email: gregoriosmgdi@gmail.com Web: www.gregoriosmgdi.com

Manager / Principal

The following documents are updated and uploaded as per the DVV clarification by NAAC

- Relevant documents highlighting the activities to address the student diversities
- Reports with seal and signature of Principal
- Photographs with caption and date, if any




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut,
Recognized by NCTE and ISO

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

Mentoring classes by the mentor teachers. During the academic year, the student teachers were grouped into seven and were allotted to seven 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

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




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

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 Iso 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.

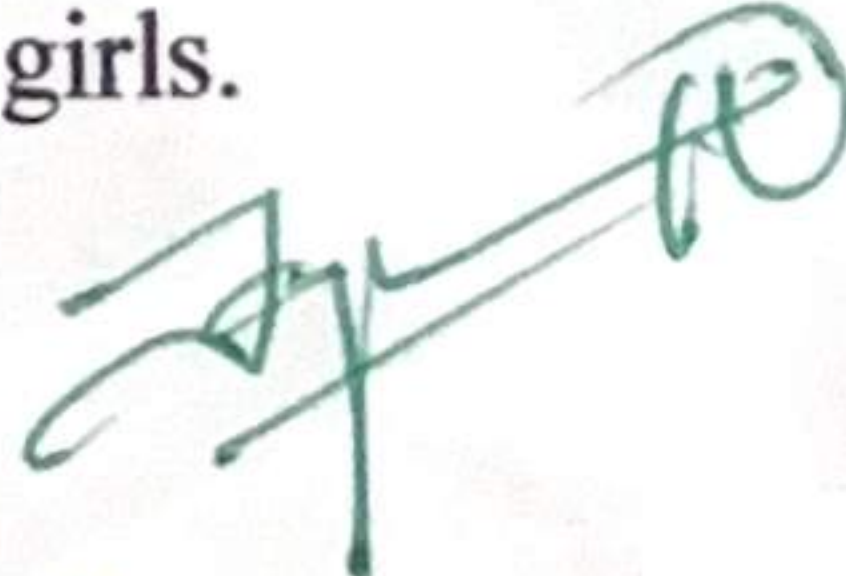
Collaborative Tasks:

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, Braille facilities and Rest rooms separate for boys and girls.




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

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 programs such as participation in both intercollegiate and intra collegiate competitions, provision of special projects and assignments.



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad 3591




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EFFORTS MADE BY THE COLLEGE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS

St. Gregorios Teacher training college is affiliated to University of Calicut and is guided by the regulations formulated at the University level as per the NCTE norms regarding syllabi, examination and evaluation. Thus, internal assessment scheme is as per University and NCTE rules. As per the regulations and instructions of Apex Bodies, a continuous internal assessment system is followed by the Institution. Regarding the Internal Assessment, in each paper of pedagogical and core subjects, the total of 100 marks has a component of 20 marks of internal assessment and rest 80 marks are allotted for the final written examination of that paper conducted by the University. These 20 marks of internal assessment are designed and bifurcated in such a way that a continuous evaluation of students takes place throughout the semester and marks are given for each academic activity performed as per the curriculum implemented by the University. Accordingly, every B.Ed. student has to take written tests, Assignments, Practicums, Capacity Enhancement Activities, Seminars, Microteaching and such other means allow teachers to monitor and assess the progress of students. In the case of practical aspects of B.Ed. curriculum, the teacher educators are continuously assessing the students' performance right from the beginning till the end of the academic session by using the structured evaluation proforma formulated by the College. This system helps students also to get feedback on their




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad

progress mid-course so that they can work towards improvement. The students are informed in the beginning of the academic year on the modes of Continuous Internal Evaluation (CIE). The performance of students in CIE is analyzed by the concerned General and Optional Teachers. The performance of the students in CIE is monitored by the principal and the necessary feedback is given to the concerned faculty members. The principal conducts review meetings to give necessary feedback for the improvement of students' performance. These mechanisms help us for student assessment and adoption of remedial measures to assist students facing constraints.

Based on their performance, students are advised and encouraged to attend special classes by teachers which are specifically meant for students who face difficulties in studies. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching- learning, academic rigor and even skill enhancement with minimum or no dilution of the course content. Thought of the day Programs, Field visits, Weekly discussions, and visual demonstrations also feed into student learning outside the classroom. In addition to the academic activities, both Core subjects and Pedagogic subjects provide the students opportunities to attend motivational training programs, leadership training, confidence- building, mental health and life skills.

Not only these, but the institution also followed a mentor-mentee process for providing personalized and regular support to students. At the beginning of the academic year, the first- year students are divided into groups and one mentor teacher was assigned the responsibility of

Mentoring one group at the ratio of 1:8. The same mentor continues to mentor the student for the two years of his/her course. Mentors conduct a meeting with their mentees once a month or as and when required, to discuss their problems and issues related to their curricular, co-curricular and extra-curricular activities. The mentor teachers spend quality time with the mentees by having informal interactions with regard to their personal and academic problems both individually



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

and collectively. The mentees were given proper guidance and counseling by the mentors. The mentor teacher tries his/her best to find solutions to any such issues arising in student's life and informs the college authorities about the matter if need be. If a mentor teacher feels professionals guidance and counseling to any students, we inform and invite the parents of the mentees to the Institution and have discussions for the wellbeing of the mentees. Students are encouraged to optimise their potential through special opportunities provided to them by way of scholarships by the University, awards and other recognitions instituted by Alumni members, Faculty members and PTA of the Institution. Platforms for enabling students to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organised. Additionally, student participation in the annual cultural and academic festivals showcases the talents of the learners in academic and co-curricular events. In addition, exceptional talents in the domains of art, dance, theatre, music, and other performing arts are also nurtured and exhibited in programmes like 'Talent Hunt'.



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

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MEENANGADI, WAYANAD

ACTIVITIES TO ADDRESS STUDENT DIVERSITIES

MENTORING/ACADEMIC COUNSELLING



PEER FEEDBACK ON CRITICISM CLASSES



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673581



LEARNING ENHANCEMENT/ENRICHMENT INPUTS



REMEDIAL LEARNING ENGAGEMENT



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Dr. Tomy K.O.
PRINCIPAL
St. Gabriel's Teacher
Training College, Teenangadi
Wayanad-673591

COLLABORATIVE TASK



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios College
Meerangudi
Wayanad-673591

ASSISTIVE DEVICES AND ADAPTIVES STRUCTURES



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Principal
St. Gregorios Training College, Meenangadi
Meenangadi-673591

DOCUMENTARY EVIDENCES RELATED TO
PEER FEEDBACK



Dr. Jimmy K.O.
PRINCIPAL
St. Gregory's Teacher
Training College Meenangadi
Wayanad-673591

CRITICISM LESSON PLAN-1

Name of the teacher trainer: Sarah Simon

Name of the school: G.H.S.S

Subject : English

Remembrance

Unit III : Man and Media

Standard : VIII C

Topic : The Newspaper

Date : 20-08-2023

[Paragraph 1 and 2]

Time : 40 min

Theme : Role of mass media in the life of human being
Sub-themes : Transfer of messages, Different ways of mass communication.

Learning Outcomes :
• To understand the evolution of mass communication
• To understand the relation between man and media.
• To understand the different modes of mass



D. P. K. O.

11/11/2023

St. Gregorius Wicaksono
Training College, Mestranagadi
Mayang-0673591



communication.

Concept : The basic functions of mass media are to inform, to educate, to entertain and to persuade. We need mass media to facilitate the free flow of information to all strata of the society.

Process skills : LSRM, communication, interpretation, information transfer.

Language elements : Vocabulary; phonem, semantics, syntax, cohesion, coherence
Discourse : News article, write-up

Attitudes and Values : To throw light on how mass media helps to connect people all over the world.

Learning resources : Course book, chart, newspaper

Learning strategies : Discussion, Activity; Co-operative work; Reading about

Previous knowledge : Pupils have heard about different modes of communication

Expected outcomes : News article, write-up.



Dr. Tony K.O.
PRINCIPAL
St. Greg's Teacher
Training College, Maennangudi
Mysore-575591

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Learning Process	Assessment
<p>Teacher enters the class and establishes a rapport with the pupils.</p> <p><u>Introduction</u></p> <p>Teacher creates a mental weakness in pupils by playing a game called 'Who am I?' and asks them the following questions</p> <p>Tr: I have many pictures and letters.</p> <ol style="list-style-type: none"> 1. Almost everyone reads me. 2. People reads me with their morning coffee. 3. I am a printed sheet of paper. <p>Tr: Shall we now learn an interesting lesson based on this situation topic?</p> <p><u>Statement of aim</u></p> <p>Tr: Well, the title of the lesson is 'The Newspaper'.</p>	<p>Created the teacher and indulged in talk with teacher.</p> <p>Pupils were interested in playing the game. They attentively listened to the questions written on the chart and tried to find the answers.</p> <p>Pupils answered as 'Newspaper'.</p> <p>Yes teachers.</p>



Dr. Thomas O.
 PRAJIT, M.L.
 St. Gregorios Teacher
 Training College, M.L.
 Wayanad-673591

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ET's writes on BB and shows an example of a newspaper)

Presentation

The teacher reads the first two paragraphs with proper stress, intonation and pronunciation.

Pupils follow the teacher with their course book closed. The teacher asks global comprehension questions.

Silent reading by the pupils

T: Now open your course book at page 77

The pupils are directed to read the first two paragraphs silently

Teacher asks pupils to identify difficult words if any.

Language Elements

Vocabulary

Watched the newspaper

Listened to the teacher carefully.

Pupils opened their book and read the first two paragraphs.

They identified words like plomien, slatesman, amness, iversity, refens.



M. V. K. O.
Principal
Teacher
Wayanad-6/359/1

Teacher provides the meaning of difficult words through explanation, using them in a context.
pioneer /'pi:niə/ - a person who is among the first to study or develop

Pupils write down the words and its meanings in their notebooks

eg: John Whitby was a pioneer of computer animation
statesman /'steɪtsmən/ - a respected political figure

eg: Nehru was one of the greatest statesman that the country has ever produced.

ambitious /'æm.biʃəs/ - worried

eg: Jane is very ambitious about her mother's health

curiosity /kɪ.ju:ri:ɒz/ - a desire to know something

eg: The children looked at their new teacher in

curiosity

caterers /'keɪtəz/ - fulfill

eg: The school aims to cater for children of all abilities.



St. Greog's K.O.

Madang, P.N.G.

Teacher

Training College Madang

Madang, P.N.G.

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Teacher provides the meaning of difficult words through explanation, using them in a context.

pioneer /ˌpaɪəˈniə/ - a person who is among the first to study or develop

eg: John Whitney was a pioneer of computer animation

statesman /ˈsteɪtsmən/ - a respected political figure

eg: Nehru was one of the greatest statesman that the country has ever produced.

anxious /ˈæŋ(ɪ)ʃəs/ - worried

eg: Jane is very anxious about her mother's health.

curiosity /ˌkjʊːrɪˈɒzətɪ/ - a desire to know something

eg: The children looked at their new teacher in curiosity.

cater /ˈkeɪtə/ - fulfill

eg: The school aims to cater the children of all abilities.

Pupils write down the words and its meanings in their note books.



Dr. Jomy K.O.
Principal
St. Gregory's Teacher
Training College, Meenangadi
Wayanad 673591

Comprehension

Teacher asks comprehension questions on ideas related to the passages.

1. Who is considered as the pioneer in the field of mass media?

2. When was the first newspaper published?

3. What is the primary function of a newspaper?

Activity

Teacher asks pupils to sit in groups and to write a newspaper article on any events that has occurred recently in the school.

The pupils work in groups... Teacher provides necessary guidance for group members.

The finished product of each group is presented in the class.

Newspaper

1702

To provide all kinds of news

They sit in groups to do the activity

One member from each group has presented the written article

Dr. Tommy K. O.

PRINCIPAL

St. Gregory's Teacher
Training College, Mookanigaddi
Wayanad-673501



Teacher corrects glaring mistakes related to language use if any and provides suggestions for improving on the product.

Reading by pupils

Pupils are chosen at random to read selected lines from the passage.

Teacher assists pupils to read in proper voice with appropriate pronunciation.

Consolidation

Teacher asks a couple of pupils to share their understanding to the whole class.

Follow-up activities

Read today's newspaper and find out the important news, outline of the day from all the games and write the headlines in your notebook.

Pupils read the paragraphs.

One student asked up and consolidated the major part.

Noted down the homework in their note books.



Dr. Tommy K.O.
PRINCIPAL
St. Gregory's
Training College,
Vazhappally, 686591



REFLECTION NOTE

Findings:-

- Chart aid was effective
- As it was falling period, some of the students were not attentive during the presentation.
- The students can easily comprehend word meanings.
- Though the activity was bit difficult, they have done it quickly.
- Pupils are taking more than enough time to read.

Suggestions:-

- Attention of pupils should be ensured during the presentation.
- More positive reinforcement should be given to the pupils while they are answering the questions.
- Special attention should be given to slow readers.
- Time management should be ensured.



Dr. Tommy K.O.

PRINCIPAL

Si. Oreyacher
Training Group
Wayanad-673691

