CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.2 Honoring Student Diversity

2.2.2   Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

Relevant documents highlighting the activities to address the students diversities

A. Joy Femila

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INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

2.2.2. Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring / Academic Counselling
2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

1. MENTORING ACADEMIC COUNSELLING

Mentoring is on integral part of student live at Indhira College of Education. In order to resolve day to day academic problems of the students, mentors are appointed for a batch of 9-10 students. A mentor meet regularly with students to monitor their attendance review their progress, advises and assist with decision making in the students educational matters and career goals, This is a Continuous process till the end of academic career of the student. Dosing the last semesters of study students are advised for higher studies along with proper career guidance. The Parents guardians of poor attendance/performance students are called to meet the mentors and corrective and preventive measures are implemented for further improvement. The main aim is to counsel students on professional as well as personal issues and to solve their grievances and report to concerned grievance redresser cell.

The objectives of the practice followed by the Institute are:

• To monitor the students' regularity & discipline,

• To arrange special classes/remedial classes for the below average and slow learners,

• To enable the parents to know about the performance & regularity of their wards,

• To improve the teacher-student relationship.

• To guide students who are involved in dissertation work i.e. for selection of title, framing research questions, objectives, hypotheses, analysis of data etc.

• Counseling for solving the problems and provide confidence to improve the quality of life.

• Guiding students to choose right career path for job, higher studies, Entrepreneurship etc.

• Weekly sessions are held for mentoring and academic counseling where Students are

encouraged to ask their queries freely. Students are also encouraged to take part in all activities as specified by tutors. They can discuss their personal and academic problem with their tutors.

2. PEER FEEDBACK/TUTORING

'As collaborative learning, is considered essential at Indhira College of Education it might be interesting to learn about facilitating peer feedback, the institute provides several of opportunities to their students where they learn to provide feedback to peer group misting to their performance. During the course of internship program, students are provided with the opportunities to observe their peers, learn some new ways to tackle live class room situations, new methodologies to grab the attention of slow learners, learn new learning styles etc. Peer feedback is then obtained in a verbal format when students are observing their peers provide them ratings on a scale along with the critical analysis and suggestive remarks.

3. REMEDIAL LEARNING ENGAGEMENT

To improve student' abilities and competency, the college offers remedial programs in a variety of areas, Low achievers are recognized on the basis of class test and house test and provide remedial instruction to them. Students are given reading material. They are also given several written tasks, exercises, home assignments, projects etc. Finally, remedial exams are given to assess the knowledge gained during remedial classes.

The objectives of the remedial Strengthens their knowledge skills und attitude in such subjects and tutorial committees are as follows:

1. To motivate and help the academically weaker students to realize their weakness and help them to improve on their fronts.

2. To improve academic skills of the students in various subjects,

3. To raise their level of comprehension of basic subjects to provide a stronger for further academic work.

4. Strengthens their knowledge skills und attitude in such subjects.

Tutorial conducted for slow learners for effective curriculum delivery

First year Semester - I			
Date	Day	Time	Subject
09/11/2022	wednesday	2:30 pm – 3:30 pm	Educational Psychology
10/11/2022	Thursday	2:30 pm – 3:30 pm	Language Across the Curriculum

12/11/2022	Friday	2:30 pm – 3:30 pm	Assessment for Learning

Second year Semester - IV			
Date	Day	Time	Subject
14/07/2022	Thursday	2:30 pm – 3:30 pm	Contemporary India in Education
15/07/2022	Friday	2:30 pm – 3:30 pm	Value and Peace Education
16/07/2022	Saturday	2:30 pm – 3:30 pm	Creating an Inclusive School

4. LEARNING ENHANCEMENT / ENRICHMENT INPUT

Indhira College of Education strives to ensure the overall development of students through learning enhancement or enrichment techniques. The advanced learners are identified by the concerned Faculty based on their performance in internal assessment tests and end-semester examination, student-teacher interaction, active participation; involvement, performance in the classroom/extra curriculum, activities/seminars, etc. The advanced learners of the college are encouraged by providing them with enrichment classes. In addition they are provided with additional enriched reading materials, notes, ppts etc. to widen their horizon. The toppers of the sections are provided with extra book, from the library. Moreover Institution provides learning enhancement inform of: - Guest- lectures, Seminars, Workshops and Competitions. The main goal is to bring together like-minded people, Intellectuals and experts to exchange ideas, thoughts and opinions related to a specific topic. It aids students' motivation, confidence, and improvement in communication skills. Students also obtain expert information and lots of competitions are also held in the campus. Student's gets an opportunity to showcase their talents by participating in these competitions it helps them to boost their self- confidence motivation and make them mentally strong. The institution places a higher priority on using ICT for in-classroom and out-classroom activities. The use of various computer technologies by academic staff is encouraged so that students can get the most out of their learning opportunities. They are also prepared for their future lives and occupations.

5. REPORT ON WORKSHOP

Developing ICT for Teaching and Learning

Information and Communication Technology (ICT) plays a crucial role in the teaching-learning process, including for first-year B.Ed students. It can enhance student learning when

teachers are digitally literate and know how to integrate it into the curriculum.

Mr.K.Jayakaran,HOD, Department of IT, IIET, took the initiative to organise the workshop.

In the context of Indhira College of Education, sp ecific details about the use of ICT for first-year B.Ed students were readily available. However, some general approaches to developing ICT in teaching and learning can be considered:

Date: 20th September 2022

Time: 1.00 p.m.to 2.00 p.m.

Venue: Computer Lab, First Floor, Dr.Radhakrishnan Block

Resource Person: Mr.K.Jayakaran, HOD, Department of IT, IIET.

The workshop was conducted in the college computer lab. All the students were asked to do registration for the workshop. Students were gathered at the venue on time. Desktop computers were provided to students for Hands -on experience.

1. **Digital Literacy**: Introduce students to essential digital skills, such as using computers, accessing online resources, and navigating educational software.

2. **Curriculum Integration**: Incorporate ICT tools into the curriculum to support various subjects and teaching methodologies. This can include using interactive whiteboards, multimedia presentations, educational websites, and online learning platforms.

3. **Resource-Based Learning**: Encourage students to explore digital resources, such as e-books, online journals, educational videos, and interactive simulations.

4. **Collaborative Learning**: Foster collaboration among students through online discussion forums, group projects using shared documents or presentation tools, and virtual classrooms.

5. **Teacher Support**: Provide professional development opportunities for teachers to enhance their ICT skills and pedagogical knowledge. This can include workshops, training sessions, and access to relevant educational resources.

It is important to note that the implementation of ICT in teaching and learning should be supported by adequate infrastructure, teacher training, and policies that promote effective ICT use. For more specific information about the use of ICT at Indhira College of Education, it is recommended to consult the college's official website or reach out to the faculty directly. The students too followed all the instructions instrestingly. Finally, the session ended with a positive note by vote of thanks presented by Dhanalakshmi M first year B.Ed student. Overall the workshop was a great experience for the students. The practical and hands-on experience

made it more productive and effective.

6. COLLABORATIVE TASKS

Indhira College of Education always encourages students to undertake projects in groups to recognize the power of collective and collaborative action. They are also encouraged to be in constant contact with their peers and teachers. Group activities like Group seminars, Peer teaching, Tutorials, Group discussion, Interactive guest lectures, Brainstorming, Field survey/Field work/**Field trips**, Debates, Quizzes, excursions, teaching practice in urban and rural schools facilitates the creative academic pursuits of the students individually and collectively. These activities are being organized in the campus to inculcate the team spirit in young and impressionable minds that are going to enter the professional world.

Student's Presentation

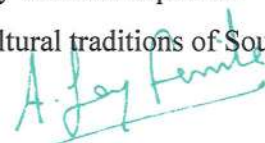# Report on Field Trip to Dhakshina Chitra, Chennai

On a sunny Saturday morning, students from Indhira College of Education embarked on a field trip to Dhakshina Chitra, a cultural heritage center located in Chennai. The purpose of the trip was to expose the students to the rich cultural diversity and traditional art forms of South India.

Upon arrival, the students were greeted by knowledgeable guides who gave them a brief overview of the center and its various exhibits. The students were then divided into smaller groups and taken on a guided tour of the different sections of Dhakshina Chitra.

One of the highlights of the trip was a visit to the traditional houses and artisan workshops that showcased the unique architectural styles and craftsmanship of South India. The students had the opportunity to interact with the artisans and learn about their techniques and the stories behind their creations.

The students also had the chance to explore the various art galleries featuring paintings, sculptures, and other forms of contemporary and traditional art. They were able to gain a deeper understanding of the cultural heritage of South India through the exhibits and displays at Dhakshina Chitra.

After a full day of exploring and learning, the students gathered for a reflection session where they shared their thoughts and experiences from the trip. Many students expressed their appreciation for the opportunity to witness firsthand the rich cultural traditions of South India and the importance of preserving and promoting them.
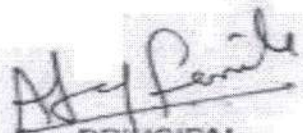
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The field trip to Dhakshina Chitra was a memorable and enriching experience for the students of Indhira College of Education. It provided them with a deeper understanding of the diverse cultural heritage of South India and inspired them to continue learning and exploring the rich traditions of their country.

7. REPORT ON MULTILINGUAL INTERACTIONS AND INPUTS

Numerous possibilities are offered by the college to encourage student interactions in different languages. In order to improve language-related skills, a variety of activities are carried out, including holding debates, talks, and seminars as well as producing articles about current events or social issues, examining them, and analyzing their organizational structures. When teaching and learning, the faculty members employ a bilingual approach. The institute provides lot of opportunities that promote multilingual interaction among students. During teaching and learning process faculty member are free to utilize multilingual approach.

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COUNSELOR REPORT PARTICIPANT PROGRESS EVALUATION

Participant: A.Ayisha   Report for month of: December

B.Ed. I year

S.No	Content	Excellent	Good	Neutral	Bad	Poor
1	Stability in recovery	✓				
2	Support systems		✓			
3	Problem solving ability			✓		
4	Cognitive functioning	✓				
5	Judgment		✓	✓		
6	Ability to cope with stressful situations	✓				
7	Decision making ability during a crisis		✓			
8	General appearance		✓			
9	Affect/Mood		✓			
10	Client's understanding and integration of need for counseling and rehabilitation.			✓		
11	Client's understanding of the dynamics of addiction		✓			
12	Attendance at sessions			✓		
13	Compliance with recommended treatment / Therapy regimen		✓			
14	Progress in treatment			✓		
15	Social skills/interactions		✓			
16	Willingness to behavioral change		✓			

(Please make any comments/recommendations on back.) Provider's signature —— N.Jay——
—— Date 19/12/22 Provider's name N.Jayavardhini Phone 9844164432 Provider's address —— Thiruvallu
——Please mail —————— Comments/Recommendations:
She is good in decision making ability and Mood.

Initial

Afey femile

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PANDUR, TIRUVALLUR-631 203

N.Jay——
Mrs. N. JAYAVARDHINI
M.A..M.Sc..M.Ed..M.Phil.,M.Sc(C&P)
Counselor
INDIRA GROUP OF EDUCATIONAL
INSTITUTIONS
PANDUR, THIRUVALLUR - 631 203.

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

COUNSELOR REPORT PARTICIPANT PROGRESS EVALUATION

Participant: _Rakshna S_ Report for month of: _December_

BEdIY

S.No	Content	Excellent	Good	Neutral	Bad	Poor
1	Stability in recovery		✓			
2	Support systems			✓		
3	Problem solving ability			✓		
4	Cognitive functioning			✓		
5	Judgment		✓			
6	Ability to cope with stressful situations			✓		
7	Decision making ability during a crisis	✓				
8	General appearance		✓			
9	Affect/Mood				✓	
10	Client's understanding and integration of need for counseling and rehabilitation.			✓	✓	
11	Client's understanding of the dynamics of addiction		✓			
12	Attendance at sessions			✓		
13	Compliance with recommended treatment / Therapy regimen		✓			
14	Progress in treatment		✓			
15	Social skills/interactions		✓			
16	Willingness to behavioral change		✓			

(Please make any comments/recommendations on back.) Provider's signature _N. Jayavardhini_
—— Date _15/12/21_ Provider's name _N. Jayavardhini_ Phone _9444164841_ Provider's address _Thiruvallur_
——Please mail ——————— Comments/Recommendations:
less amount of problening sorving ability
Initial

COUNSELOR REPORT PARTICIPANT PROGRESS EVALUATION

Participant: R.Vickshiya B.ed IInd year   Report for month of: September

S.No	Content	Excellent	Good	Neutral	Bad	Poor
1	Stability in recovery			✓		
2	Support systems		✓			
3	Problem solving ability			✓		
4	Cognitive functioning		✓			
5	Judgment	✓				
6	Ability to cope with stressful situations			✓		
7	Decision making ability during a crisis		✓			
8	General appearance	✓				
9	Affect/Mood				✓	
10	Client's understanding and integration of need for counseling and rehabilitation.			✓		
11	Client's understanding of the dynamics of addiction		✓			
12	Attendance at sessions	✓				
13	Compliance with recommended treatment / Therapy regimen		✓			
14	Progress in treatment			✓		
15	Social skills/interactions		✓			
16	Willingness to behavioral change			✓		

(Please make any comments/recommendations on back.) Provider's signature ___
---- Date 12|9/22 Provider's name N.Jayavardhini Phone 9841849 Provider's address Thiruvallur
------Please mail ------------ Comments/Recommendations:
She has good social interaction and low decision making ability.
Initial

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Mrs. N.JAYAVARDHINI
M.A. M.Sc.,M.Ed.,M.Phil.,M.Sc(C&P)
Counselor
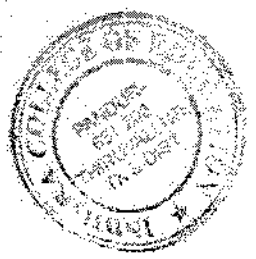INDIRA GROUP OF EDUCATIONAL
INSTITUTIONS
PANDUR, THIRUVALLUR - 631 203.

COUNSELOR REPORT PARTICIPANT PROGRESS EVALUATION

Participant: C. Bharathi   Report for month of: 11-12-2022

B ed II yr

S.No	Content	Excellent	Good	Neutral	Bad	Poor
1	Stability in recovery		✓	✓		
2	Support systems		✓			
3	Problem solving ability	✓				
4	Cognitive functioning		✓			
5	Judgment		✓			
6	Ability to cope with stressful situations		✓			
7	Decision making ability during a crisis			✓		
8	General appearance			✓		
9	Affect/Mood			✓		
10	Client's understanding and integration of need for counseling and rehabilitation.		✓			
11	Client's understanding of the dynamics of addiction	✓				
12	Attendance at sessions			✓		
13	Compliance with recommended treatment / Therapy regimen			✓		
14	Progress in treatment		✓			
15	Social skills/interactions		✓			
16	Willingness to behavioral change		✓			

(Please make any comments/recommendations on back.) Provider's signature C. Bharathi
----- Date 11.12.22 Provider's name C. Bharathi Phone ----------Provider's address --------
----- Please mail ------------- Comments/Recommendations:

Initial

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N. J
Mrs. N. JAYAVARDHINI
M.A.,M.Sc.,M.Ed.,M.Phil.,M.Sc(C&P)
Counselor
INDIRA GROUP OF EDUCATIONAL
INSTITUTIONS
PANDUR, THIRUVALLUR - 631 203.

COUNSELOR REPORT PARTICIPANT PROGRESS EVALUATION

Participant: _Alin Shareel HH_ Report for month of: _December_
BEdJ"G

S.No	Content	Excellent	Good	Neutral	Bad	Poor
1	Stability in recovery	✓				
2	Support systems					
3	Problem solving ability		✓			
4	Cognitive functioning			✓		
5	Judgment		✓			
6	Ability to cope with stressful situations			✓		
7	Decision making ability during a crisis		✓			
8	General appearance			✓		
9	Affect/Mood				✓	
10	Client's understanding and integration of need for counseling and rehabilitation.		✓			
11	Client's understanding of the dynamics of addiction			✓		
12	Attendance at sessions			✓		
13	Compliance with recommended treatment / Therapy regimen			✓		
14	Progress in treatment		✓			
15	Social skills/interactions		✓			
16	Willingness to behavioral change		✓			

(Please make any comments/recommendations on back.) Provider's signature _____
----- Date _17.12.22_ Provider's name _N Jayavardhini_ Phone _____ Provider's address _Thiruvallu_
------Please mail ---------------- Comments/Recommendations:
She may have mood disorder. She has to meet psychiatrist.
_(Ε_ Initial

signature

PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

_N J____
Mrs. N. JAYAVARDHINI
M.A., M.Sc., M.Ed., M.Phil, M.Sc(CaPt)
Counselor
INDIRA GROUP OF EDUCATIONAL
INSTITUTIONS
PANDUR, THIRUVALLUR - 631 203

EVALUATION SHEET
SKILL OF USING BLACK BOARD
கருப்பலகையை பயன்படுத்தும் திறன்

Name of the teacher trainee
மாணவ ஆசிரியர் பெயர்   : *C Sindhu*

Name of the Observer
உற்று நோக்குபவரின் பெயர்   : *Vadalaxchmi k*

Subject
பாடம்   : *பல்சரம்*

Unit
அலகு   : *விலங்கல்*

Topic
பாடத் தலைப்பு   : *விலங்கி.b*
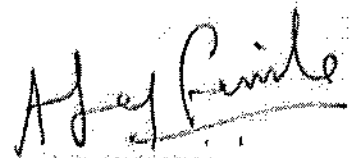
No. of Students
மாணவர்களின் எண்ணிக்கை   : *அறுபது (46)*

Duration
கால அளவு   : *6 கி*

Date
தேதி   : *2/3/22*

S.No.	Components உட்கூறுகள்	V.Poor 1	Poor 2	Avg. 3	Good 4	V.Good 5
1.	Legibility தெளிவு				✓	
2.	Clarity திருத்தமாக எழுதுதல்					✓
3.	Underlining the Important Points முக்கிய கருத்துக்களை கோடிட்டுக் காட்டுதல்				✓	
4	Spelling out while writing சொல்லிக்கொண்டே எழுதுதல்					✓
5	Students Participation மாணவர்களின் பங்கேற்பு					✓

Remarks :

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Signature of the Supervisor
மேற்பார்வையாளரின் கையொப்பம்

Signature of Observer
உற்றுநோக்குபவரின் கையொப்பம்

EVALUATION SHEET
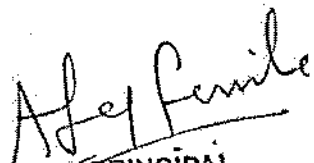## SKILL OF EXPLAINING
விளக்கும் திறன்

Name of the teacher trainee
மாணவ ஆசிரியர் பெயர்   : P. திலகம்

Name of the Observer
உற்று நோக்குபவரின் பெயர்   : வறுவஷ்கா .K

Subject
பாடம்   : கணிதம்

Unit
அலகு   : அளவியல்

Topic
பாடத் தலைப்பு   : அளவுஇடி

No. of Students
மாணவர்களின் எண்ணிக்க   : புதியார் (ஈ)

Duration
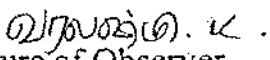கால அளவு   : 5 - மி

Date
தேதி   : 4/3/22

S.No.	Components உட்கூறுகள்	V.Poor 1	Poor 2	Avg. 3	Good 4	V.Good 5
1.	Use of Illustrations உதாரணங்கள் கொடுத்தல்				✓	
2.	Cognitive Link அறிவுசார் தொடர்பு					✓
3.	Meaningful Repetition பொருள்பட மீண்டும் உரைத்தல்				✓	
4	Comparing and Contrasting ஒப்பிட்டு வேறுபடுத்துதல்					✓

Remarks :

(signature)

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Signature of the Supervisor
மேற்பார்வையாளரின் கையொப்பம்

வறுவஷ்கு. K.

Signature of Observer
உற்றுநோக்குபவரின் கையொப்பம்

EVALUATION SHEET
SKILL OF REINFORCEMENT
வலுவூட்டிகளைப் பயன்படுத்தும் திறன்

Name of the teacher trainee : R. சித்ரா.
மாணவ ஆசிரியர் பெயர்

Name of the Observer : வைதிலி .பு
உற்று நோக்ககுபவரின் பெயர்

Subject : கணிதம்
பாடம்

Unit : அராகியல்
அலகு

Topic : அளவைபடி
பாடத் தலைப்பு

No. of Students : குபொசி (கி)
மாணவர்களின் எண்ணிக்கை

Duration : 5-தி
கால அளவு

Date : 10/3/22
தேதி

S.No.	Components உட்கூறுகள்	Tallies
1.	Positive Verbal reinforcement விரும்பத் தகுந்த சொல் வலுவூட்டி	I
2.	Positive Non - Verbal reinforcement விரும்பத்தகுந்த செயல் வலுவூட்டி	I I
3.	Negative verbal reinforcement விரும்பத்தகா சொல் வலுவூட்டி	III
4	Negative Non-verbal reinforcement விரும்பத்தகா செயல் வலுவூட்டி	II
5	Extra Verbal reinforcement பிற சொல் வலுவூட்டி	IIII

Remarks :

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வைதிலி .பு

Signature of the Supervisor
மேற்பார்வையாளரின் கையெயாப்பம்

Signature of Observer
உற்றுநோக்குபவரின் கையொப்பம்

7. Title: Report on Multilingual Interactions and Inputs at Indhira College of Education

Introduction: Indhira College of Education is a diverse academic institution that fosters multilingual interactions and inputs among its students and staff. The following report aims to provide an overview of the multilingual environment at the college and its impact on teaching, learning, and academic experience.

Multilingual Environment: Indhira College of Education embraces linguistic diversity by encouraging students and faculty members to communicate and interact in Tamil language. The college recognizes that multilingualism is a valuable asset that enhances cultural understanding and promotes inclusivity within the academic community.

Multilingual Inputs: Tamil language is used in classroom discussions, lectures, presentations, and academic publications at Indhira College of Education.

Impact on Teaching and Learning: The multilingual environment at Indhira College of Education has a positive impact on teaching and learning outcomes. Multilingual inputs promote critical thinking and creativity among students, leading to a more holistic academic experience.

Cultural Exchange and Inclusivity: The multilingual interactions at Indhira College of Education facilitate cultural exchange and inclusivity. The college celebrates linguistic diversity through various cultural events, language exchange programs, and intercultural workshops.

Challenges and Opportunities: Equal opportunities for students from different linguistic backgrounds.The college has provide resources and assistance to students who may face language barriers in their academic pursuits.

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