



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

**2.2.2 Mechanisms are in place to honour students diversities in
terms of learning needs**

(Remedial Learning Engagement)

Submitted to
National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

2.2.2 REMEDIAL LEARNING ENGAGEMENT

St. Joseph College of Teacher Education for Women Ernakulam always appreciates student uniqueness and diversity. Every student is unique and based on the Diagnostic tests the needy students are identified and in remedial teaching sessions the teacher educators provide contact hours for remediation.

Diagnosis And Remediation

Teachers from various disciplines are dealing with students who are digital natives, hyperactive and highly intelligent. Generally it is a heterogeneous class difficult to cater to from the teacher's perspective. A system approach will be beneficial. Through following Educational diagnosis and Remediation the challenges and threats are identified and rectified before hand. Diagnosis and Remediation helps the teacher to prevent future failures and drop outs and under achievements.

Evaluations As Means For Need Analysis And Diagnosis

Need Analysis as well as diagnosis of the learner is done with the help of Continuous and Comprehensive evaluation. Formative tools like seminar, assignment, projects, portfolio are also used to diagnose the errors. Analytical scoring methods and rubrics are used for evaluation and remediation is administered in the concerned areas.

Diagnostic tests also are prepared and administrated in areas where the learners need extra support and remedial intervention are provided.

Summative evaluations tools like achievement tests, performance tests, and portfolio are also used for diagnosis and remediation





Diagnosis To Identify Learner Needs

Some of the areas where diagnosis is done to identify students are :

1. Study skills support
2. New students support- induction to the new educational system- immigration guidance- English language proficiency- induction to new culture.
3. Timely follow up programmes.
4. Induction to the Subjects (Programmes and Courses)
5. Technical support
6. personal tutors & mentors
7. Periodical Diagnostic tests and feedbacks
8. Career Guidance support
9. Stress management/time management /Life/work/study balance
- Confidential Guidance and Counselling
10. Formal and informal peer support
11. Emotional and moral support from family , friends and colleagues.
12. Tutor- approachable, with clear instructions.
13. ICT enabled or Online support to access Library & resources and Online interaction and collaboration and mutual support are highly appreciable.

Remedial Interventions and Helping Struggling Students

Every year, a few students fail to meet course expectations. They may have pre-existing emotional difficulties or addictions, a crisis or unexpected challenge may emerge during the semester, or they may find that they cannot manage the demands of academic work. It is the duty of the teacher to identify and diagnose the students in Distress.

Students academic Stress Survey is conducted on yearly basis using Stress Scales and struggling students and crucial issues are identified.





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In order to minimize the number of drop outs, signals like i) absenteeism or flagrant lateness ii) inappropriate language or behavior in class, iii) tears or anger when meeting with teachers iv) appearing disoriented, confused, euphoric, or depressed in class etc. are identified and addressed at the earliest. If a student shows any of the above signs or for any other reason gives cause for concern, students are requested to inform and consult the relevant authorities as early as possible. In such alarming situation, we do not recommend to try to handle this on their own.

Remediation Strategies adopted:

1. Conducting Entry level test , test to identify personal learning style to decide the suitability of the course and resources can be done.

2. Diagnosis of the specific Adolescent Growth & Development needs of the learner .

(Physical, Cognitive, Psycho-Social, developmental need are to catered.

3. Teaching, Training, Coaching and Learning needs of the learner includes educational and technical support and nurturing and scaffolding and facilitating the learning experiences .Online and off line resources, library resources, need for role modeling, syllabus, question banks, text books and interactive learning materials.

4. Provision for guided learning, and collaboration, reinforcement, feedback also are also provided.

5. Teachers try to incorporate diverse teaching and evaluation strategies to appreciate the uniqueness and individual differences of the learners.

6. Harmful influences and consequences are investigated as well as the potential for greater learning success , in the target group through conducting needs analysis.

7. Remediation is prepared and administrated in a highly motivational way. 8. Remedial support is also provided in Study skills, right attitude, self-motivation, Communicative and collaborative skills ,and ICT skills which are a perquisite for future success. Guidance to follow a personal learning plan is also suggested effective to develop resource management and good organizational skills and work/study/rest/life balance.





Designing Remediation

The search for effective practice needs exploring the rationale behind the approach adopted and ensuring its relevance to the other essential elements underpinning designing activities for learning- namely the learner, learning environment, outcomes, and their interactions. Valuing individual differences and diversity (Gardner, 1983) with the provision for enrichment programmes, acceleration for the gifted, talented and creative learner, diagnosis and remedial measures, for the weak learners, provision for disability support, provision for multimedia resources in alternative forms- podcast, books, CDs etc. are also emphasized.

The concept of continuous and Comprehensive Evaluations ensures timely diagnosis in the academic and non academic aspects of the curriculum and remediation to enhance overall performance and classroom ethos, motivation, learner satisfaction, maximum retention, skills development and as well as academic achievement.

Small Group Remedial Sessions

When some common areas need improvement or common errors identified through achievement tests, observation, or reports, course Coordinator arranges course wise remedial sessions where the topic is addressed in multimodality in presented in a more attractive way. Teacher will monitor the progress and ensures the effectiveness of the remedial session.

Individual Remedial Sessions

When an individual student needs improvement in an academic or non-academic area identified through achievement tests, observation, or reports, Course Coordinator arranges individual remedial session. Some times one to one peer tutoring is also arranged. Teacher monitor the progress and ensures progress. In special cases constant emotional and academic support is provided.

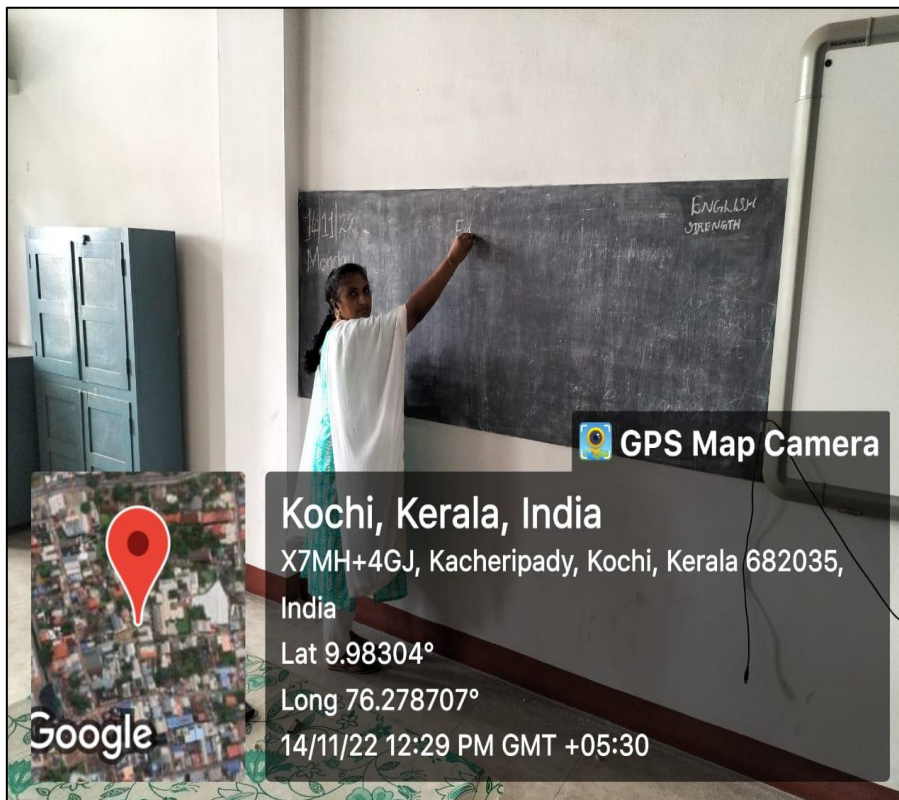
Group Remedial Sessions

Entire group remedial programs are arranged up one need where the Principal will announce the schedule and Programme Co Ordinator will monitor the progress and feedback.





Remedial Classes 31/03/2023



Remedial Classes 14/11/2022





2.6.2. DOCUMENTARY EVIDENCE FOR REMEDIAL SUPPORT PROVIDED

Every student is unique and based on the Diagnostic tests the needy students are identified and in remedial teaching sessions the teacher educators provide contact hours for remediation.

REPORT OF REMEDIAL TEACHING 2019-21 BATCH MALAYALAM STUDENT TEACHERS

Name of The Teacher: Dr. Bindu Joseph

Sl.No	Name Of Student	Subject	Occasion
1	Sinimol P T	Additional Training On Classroom Teaching	School Induction Jan-Feb 2020
2	Sisira S	Teaching Aid Preparation	Dec 2020
3	Shelga Jacob	Additional Class On Theory	May 2021
4	Sandra Saju	Practical Work Orientation	March 2021
5	Sinimol P T	Teaching Aid Preparation	Feb 2021
6	Sisira S	Additional Training On Classroom Teaching	Jan-Feb 2020





REMEDIAL TEACHING FOR B.Ed. ENGLISH STUDENT TEACHERS (2018-2023)

Name of The Teacher: Dr. Marin Jose

Sl.No	Name Of Student	Subject	Occasion
1	Greeshma 2018-20 batch	Additional Training On Classroom Teaching	School Induction Jan-Feb 2020
2	Saranya MS 2018-20 batch	Support during maternity	October 2020
3	Anjana Suresh 2019-21 batch	Additional Class On Theory	May 2021
4	Keerthana Krishnan 2019-21 batch	Course EDU 104.11 theory support	June 2021- October 2021
5	Preetha TP 2019-21 batch	Theory and Practical	2019-2021
6	Arunima B 2020-2022 batch	Additional training in Classroom Teaching	Jan-Feb 2020
7	Saniya Varghese 2020-2022	Additional training On Teaching Manual	December 2020
8	Anagha Raj 2022-2024	Support in theory	February 2023
9	Jeena Elsa 2022-2024 batch	Training in handwriting and skill of black board writing	January 2023





REPORT 2019-21 BATCH NATURAL SCIENCE STUDENT TEACHERS

Name of the Teacher: Dinimol Mathew

Sl.No	Name Of Student	Subject	Occasion
1	Dhanyamol 2019-21 batch	Additional Training On Classroom Teaching	School Induction Jan-Feb 2020
2	Anumaria k. J 2019-21 batch	Teaching Aid Preparation	December 2020
3	2021-23 batch Allan Francis	Additional Class On Theory	May 2021
4	2021-23 batch Shimna k	Practical Work Orientation	March 2021
5	2022-24 batch Mridula Girish	Teaching Aid Preparation	February 2021
6	2022-24 batch Gopika A. G	Additional Training On Classroom Teaching	Jan-Feb 2020

