

## **College of Education B Ed Peth Vadgaon**

### **2.2.3 Institutional Provision to Meet the Needs of Differentiated Learners**

**Appropriate learning exposure is provided whenever the need arises due to the diversity of learners. Institutional provisions required by various students of this college include**

- In our college, the new admitted students are asked for preliminary information through interview.
- At the first level, the Administrator/Principal collects necessary information about their social status, economic status/status, urban/rural background, hobbies, interest in various subjects, and through personal interview during interaction. .
- Different levels of student readiness, their concerns, student problems, interests, future needs are all explored and documented in the form of student profiles.
- This profile helps faculty pre-assess their needs and helps faculty plan needs-based support through structured guidance at multiple levels.
- Priority is given to students' changing culture, socio-economic disparity.
- Language barriers, gender motivation, ability/disability, learning styles, personal interests and more to make the mentoring process a personalized approach.
- All these endeavors are preceded by a layered curricular approach in the institute in which the main papers expose the diversity of the students, through EPC about specific fields and optional subjects and help in developing the artistic skills of the students.
- For the development of such students (left arm chairs, ramps, special work area for individual work)

- Physical facilities are designed to accommodate them among the general students.
- Care and safety of the student, personal problems, domestic problems, legal support are addressed.
- Principals include such facilities as personal counseling services and extending fee concessions to deserving candidates.
- The instructional phase is examined on the basis of content, process and product.
- Content knowledge is pre-tested at the entry level and talent is monitored to provide equal attention to all students within a diverse classroom community of learners using think-pair-share strategies in the classroom.
- We provide different paths under the same conditions while mixing groups with high achievers, averages and others.
- We keep changing the pattern so that there is peer transfer of knowledge and skills among this heterogeneous group.
- This method is used to bring special students together with others.
- Some of the highlights of the practices we follow are
  1. Redesigning infrastructure for convenience.
  2. Redesigning Instructional Design.
  3. Targeting different sensory experiences during teaching planning
  4. Sharing own strengths and weaknesses while guiding
  5. Offering options for students to make their own choices Carrying out assignments
  6. Providing multiple tests and types of learning materials

- 7. Customizing teaching according to their language needs and intelligence and creating learning centers to encourage creativity and provision for each student to become an independent thinker and doer.

- **Report on remedial program**


- In College of Education B.Ed., remedial teaching is a method which is regularly phased and as needed.

**Report 2018-2019**

- The students admitted in this year were given remedial training according to their chosen modality.
- To fill the gaps in knowledge of school subjects, content tests were planned and administered in specified methods.
- It was found that extra hours were provided for some students who lacked subject knowledge.
- Through that, remedial teaching was given to them to increase their knowledge in the subject.
- During the period from 24/ 10/ 18 to 27/ 10/18, students were given special guidance by the guides regarding the weak subject.
- One hour per day is given in the time table for all the four semesters.
- Therefore, remedial teaching is always done by mentors in all four semesters for those students who are weak in BEd course subjects and other method subjects.
- The result of this is that the marks of the students admitted for the subject knowledge test have increased in the initial tests and examinations.
- By arranging an hour for remedial teaching in the daily timetable, students benefit from it for the final exam by consolidating the areas they don't understand or the weak topics and thus increasing their marks in the exam.

## Report 2019-2020

- The students admitted in the year 2019-20 were given remedial training according to their chosen modality.
- To fill the gaps in knowledge of school subjects, content tests were planned and administered in specified methods.
- It was found that extra hours were provided for some students who lacked subject knowledge.
- Through that, remedial teaching was given to them to increase their knowledge in the subject.
- During Oct.21/ 10/ 2019 period students were given special guidance about weak subjects by the guides.
- One hour per day is given in the time table for all the four semesters.
- Therefore, remedial teaching is always done by mentors in all four semesters for those students who are weak in BEd course subjects and other method subjects.
- The result of this is that the marks of the students admitted for the subject knowledge test have increased in the initial tests and examinations.
- By arranging an hour for remedial teaching in the daily timetable, students benefit from it for the final exam by consolidating the areas they don't understand or the weak topics and thus increasing their marks in the exam.

  
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## Report 2020-2021

- During the content testing at the beginning of the academic course, it has been found that many students could not recall the knowledge of the school subjects even though they had been given enough time to do so.
- Students are encouraged to focus on difficult areas from the very beginning and special attention is given to make concepts clearer.
- Various strategies like online teaching and mobile learning etc. were used.
- The students admitted in the year 2020-21 were given remedial training according to their chosen method.
- To fill the gaps in knowledge of school subjects, content tests were planned and administered in specified methods.
- It was found that extra hours were provided for some students who lacked subject knowledge.
- Through that, remedial teaching was given to them to increase their knowledge in the subject.
- During the period 22/ 04/ 2021 to 30 /04/2021 the students were guided by special guides regarding the weak subjects.
- One hour per day is given in the time table for all the four semesters.
- Therefore, remedial teaching is always done by mentors in all four semesters for those students who are weak in BEd course subjects and other method subjects.
- The result of this is that the marks of the students admitted for the subject knowledge test have increased in the initial tests and examinations.

- By arranging hours for remedial teaching in the daily schedule, students benefit from it for the final exam as they consolidate their unclear areas or weak topics and increase their marks in the exam.

### **Year 2021-2022**

- The students admitted in the year 2021-2022 were given remedial training according to their chosen modality.
- To fill the gaps in knowledge of school subjects, content tests were planned and administered in specified methods.
- It was found that extra hours were provided for some students who lacked subject knowledge. Through that, remedial teaching was given to them to increase their knowledge in the subject.
- During the period 27/ 04/ 2021 to 04/05/2021 students were guided by special guides regarding weak subjects.
- One hour per day is given in the time table for all the four semesters.
- Therefore, remedial teaching is always done by mentors in all four semesters for those students who are weak in BEd course subjects and other method subjects.
- The result of this is that the marks of the students admitted for the subject knowledge test have increased in the initial tests and examinations.
- Arranging an hour for remedial teaching in the daily timetable gives students the benefit of final exams.
- Ununderstandable parts or weak topics are confirmed by them and their marks in the exam increase.

  
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### **Year 2022-2023**

- The students admitted in the year 2022-2023 were given remedial training according to their chosen modality.
- To fill the gaps in knowledge of school subjects, content tests were planned and administered in specified methods.
- It was found that extra hours were provided for some students who lacked subject knowledge.
- Through that, remedial teaching was given to them to increase their knowledge in the subject.
- The students were given special guidance in the weak subject by the mentors.
- One hour per day is given in the time table for all the four semesters.
- Therefore, remedial teaching is always done by mentors in all four semesters for those students who are weak in BEd course subjects and other method subjects.
- The result of this is that the marks of the students admitted for the subject knowledge test have increased in the initial tests and examinations.
- Arranging an hour for remedial teaching in the daily timetable gives students the benefit of final exams.
- Ununderstandable parts or weak topics are confirmed by them and their marks in the exam increase.