



**FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE
TRUST'S**

AISHABAI COLLEGE OF EDUCATION

(Affiliated to S.N.D.T. Women's University)

Address: Municipal School Building, J. J Hospital Compound, Gate no. 14,
Byculla, Mumbai – 400008.

Criteria 2

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 based on the learner profiles identified by the institution through

- **Mentoring / Academic Counselling**
- **Peer Feedback / Tutoring**
- **Remedial Learning Engagement.**
- **Learning Enhancement/Enrichment inputs**
- **Collaborative tasks**
- **Assistive Devices and Adaptive Structures (for the differently abled)**
- **Multilingual interactions and inputs**

Report with seal and signature of principal

1. Mentoring / Academic Counselling

Institution policy:

The institution is committed to providing continuous support to B.Ed students through dedicated mentoring and academic counselling. This aims to enhance their academic performance, professional development, and overall well-being. Each B.Ed student will be assigned a faculty mentor at the beginning of the academic year. Mentors and mentees will meet regularly (at least once a month) to discuss academic progress, challenges, and career aspirations. Mentors will assist students in setting realistic and achievable goals for their academic and professional development. Mentors and Academic Counselling will provide constructive feedback and conduct periodic evaluations to track students' progress.

Planning of action

Conduct a survey or focus groups to identify the specific needs and preferences of B.Ed students. Develop a detailed plan outlining the structure, activities, and timeline for the mentoring and counselling programs. Provide training sessions for faculty members who will serve as mentors and academic counsellors. Introduce the programs to students through orientation sessions, informational meetings, and promotional materials. Continuously support the mentors and counselors, and regularly evaluate the programs to ensure they are meeting students' needs effectively.

Programme of action

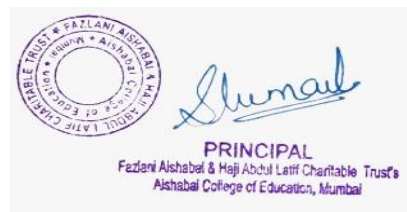
Student counselling sessions are an integral part of the B.Ed education and provide guidance and support to help students achieve their academic and professional goals. Ms Zainab conducts these sessions annually with a focus on understanding each student's aspirations and providing tailored guidance to support their growth. Ms Zainab begins counselling by learning about each student's academic and professional aspirations. She ensures a personalized approach, understanding the unique goals and objectives of each student. Students are told about the responsibilities of becoming a teacher, including teaching organization and curriculum development. Other career opportunities in education and related fields are also covered.

Mentors conduct detailed discussions or administer tests to identify each student's strengths and developmental needs. Constructive feedback is provided to help students identify their strengths and work on their weaknesses. Mentors work with students to create individual learning strategies that meet their goals. Areas of focus are time management, note-taking, effective study methods and examination tactics. Students are encouraged to participate in conferences, workshops, seminars and other professional development activities related to their studies. These activities provide valuable exposure to new teaching

methods and networking opportunities. Information is provided about possible career opportunities in education, including opportunities to teach in a variety of settings and at all levels.

Improvement of Students

Students learn about a variety of roles in education, from classroom teaching to administrative duties. Information is provided about potential career opportunities in education, including opportunities to teach in a variety of locations and at all grade levels. Resources and support systems are available to help students deal with stress and other mental health issues. Students are guided to set achievable goals and practice self-reflection to promote personal growth. The process emphasizes continuous improvement and self-reflection as key factors in student development. Mentor and Counselor organized comprehensive and student-oriented activities. Students also focus on personal growth and professional development. With personal strategies, career guidance, professional development opportunities and mental health support, students are well-prepared to achieve their dreams and progress in education.



2. Peer Feedback / Tutoring

Tutoring and peer feedback are essential components in the development of B.Ed students. These activities enhance the learning experience and foster a collaborative and supportive educational environment. This report evaluates the effectiveness of tutoring and peer feedback in the B.Ed program, focusing on micro-teaching, integrated lessons, assignments, EPC work, and internships.

Institutional Policy

Establish a policy emphasising the importance of collaborative learning, where tutoring and peer feedback are recognised as key academic and professional growth strategies.

Include guidelines for implementing these strategies across various courses, ensuring consistency and alignment with the overall educational objectives of the institution.

Develop standards for effective tutoring and peer feedback processes. This includes setting expectations for constructive, respectful, and actionable feedback.

Monitor and evaluate the effectiveness of these practices regularly to ensure they are meeting the desired outcomes

Planning of action

Design a peer tutoring program where experienced students are paired with those who need additional support. This can be based on subject expertise or specific teaching skills.

Schedule regular tutoring sessions within the academic calendar, ensuring that students have sufficient opportunities to seek help and improve.

Integrate peer feedback sessions into the curriculum, particularly during practice teaching, micro-teaching sessions, and group projects.

Provide students with rubrics and training on how to give and receive feedback constructively, ensuring that feedback is focused on professional development

Program of action -Tutoring and Feedback

Micro-Teaching - Micro-teaching involves students presenting short lessons to their peers, followed by feedback sessions. Clarity of instruction, engagement strategies, lesson structure, use of teaching aids, and overall delivery. Regular feedback on micro-teaching sessions helps students refine their teaching techniques, improve confidence, and adapt various teaching methodologies.

Integrated Lessons - Integrated lessons require students to combine multiple subject areas into a cohesive teaching plan. Interdisciplinary connections, lesson coherence, creativity in lesson planning, and student engagement. Feedback on

integrated lessons encourages students to think holistically about education, fostering creativity and critical thinking.

Assignments - Assignments include various types of written work, research projects, and practical tasks. Research quality, critical analysis, originality, adherence to guidelines, and presentation. Constructive feedback on assignments helps students enhance their academic writing, research skills, and understanding of the subject matter.

EPC Work - EPC (Enhancing Professional Capacities) work includes activities aimed at developing professional skills and competencies. Skill application, professional behaviour, reflective practice, and personal development. Feedback on EPC work aids in the professional growth of students, preparing them for real-world teaching scenarios.

Internship - Internships provide hands-on teaching experience in real classroom settings. Classroom management, lesson implementation, student interaction, adaptability, and professional conduct. Regular feedback during internships helps students transition from theoretical knowledge to practical application, improving their readiness for full-time teaching roles.

Regular Assessment - Frequent evaluations through quizzes, presentations, and practical tasks help track student progress. Assessments are tailored to identify strengths and areas needing improvement. Based on feedback, tutoring methods are adjusted to address individual learning needs. Techniques include one-on-one sessions, group discussions, and interactive workshops.

Encouraging Student - Students are invited to provide feedback on the tutoring process, fostering a collaborative learning environment. Open communication channels ensure that student concerns and suggestions are addressed promptly.

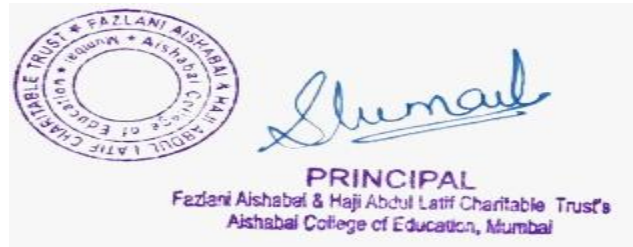
Improvement of students

When teachers and educators give feedback to students, they get the direction of their work. Continuous feedback promotes active learning and self-improvement among students.

Students gain diverse perspectives through peer evaluations. Feedback on various aspects of teaching and assignments helps in developing critical skills necessary for educators. Students learn to give and receive constructive criticism, an essential skill for professional growth. Regular practice and feedback help build confidence in teaching abilities. Positive reinforcement encourages students to experiment with new teaching strategies.

Peer feedback and tutoring are crucial in the B. Ed program, contributing significantly to the professional and personal growth of future educators.

Regular assessment, adaptive coaching methods, and student involvement in the feedback process ensure that the learning experience is enriching and effective. By focusing on micro-teaching, integrated lessons, assignments, EPC work, and internships, the B. Ed program prepares students to become competent and confident educators.



3. Remedial Learning Engagement

In the B.Ed program, Remedial Learning Engagement is crucial to address and meet the diverse needs of students. The aim is to help students who require additional support to achieve academic success. This report outlines the strategies implemented during the Remedial Learning Engagement sessions with Dr. Jyotsna Sangore, Dr Madhuri Bendale, Dr. Jasvanti Adangle focusing on the students.

Diagnostic Assessments

To begin, diagnostic assessments were conducted to identify the specific areas where each student needed improvement. They evaluate students' prior knowledge and identify gaps in understanding. They assess fundamental skills in key subject areas. Educators gather qualitative data on student performance and learning behaviours. Based on the diagnostic assessments, students are grouped according to their learning needs. Small group tutoring was implemented to provide targeted support. The groups were organized as follows

Group 1: (Focus: Commerce)

CHAUHAN HAFSA USMAN GANI,
CHOUDHARY BUSHRA GULAM HAZRAT,
KHAN AFREEN ARSHAD

Group 2: (Focus: Science)

KHAN ZEBA ABDUL RAQEEB ,
KHAN FIRDOS SAHIR HUSSAIN,
ISAI JYOTI OMPRAKASH

Group 3: (Focus: Language)

KHAN ADA AADIL,
KHAN NAAZ IMAMUDDIN

To accommodate different learning styles and preferences, multiple methods were used for students to demonstrate their understanding of concepts. Students created projects that applied key concepts to real-world scenarios. Students explained their understanding of topics verbally, which also helped improve their communication skills. Traditional essays and reports were used to assess comprehension and writing abilities. Regular quizzes and tests provided ongoing feedback on student progress. Technology played a significant role in enhancing the remedial learning experience. Personalized learning paths were

created for each student, adjusting to their pace and level of understanding. Apps such as Khan Academy, Quizlet, and Duolingo provide interactive and engaging learning experiences. Videos, simulations, and interactive lessons helped cater to various learning styles.

Individual Student Progress

CHAUHAN HAFSA USMAN GANI: Showed significant improvement in commerce problem-solving skills through the use of adaptive learning platforms.

CHOUDHARY BUSHRA GULAM HAZRAT: Benefited from project-based assessments, demonstrating creativity and application of concepts in commerce.

KHAN AFREEN ARSHAD: Excelled in oral presentations, which helped in understanding and retaining commerce concepts.

KHAN ZEBA ABDUL RAQEEB: Improved understanding of scientific concepts through multimedia resources and hands-on experiments.

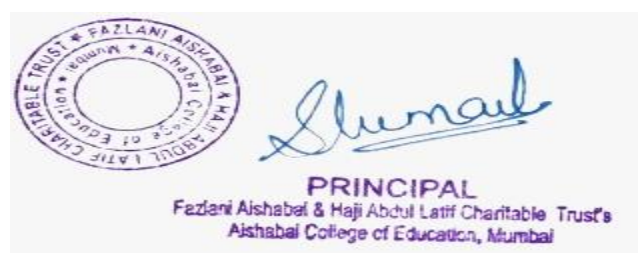
KHAN FIRDOS SAHIR HUSSAIN: Showed progress in science through interactive simulations and educational applications.

ISAI JYOTI OMPRAKASH: Demonstrated a better grasp of scientific principles through small group discussions and collaborative projects.

KHAN ADA AADIL: Improved language skills through a combination of written assignments and adaptive learning platforms.

KHAN NAAZ IMAMUDDIN: Benefited from oral presentations and multimedia resources, showing progress in language comprehension and expression.

The Remedial Learning Engagement sessions with Dr. Jyotsna Sangore, Dr Madhuri Bendale, Dr. Jasvanti Adangle have been instrumental in addressing the diverse needs of students. By employing a variety of assessment tools, personalized tutoring, and adaptive technologies, significant improvements have been observed in the academic performance of students. The ongoing use of these strategies will continue to support student success in the B.Ed program.



4. Learning Enhancement/Enrichment inputs

The Learning Enhancement and Enrichment inputs integrated into the B.Ed. course to elevate the students' academic and practical skills. The focus is on several key areas, including IELTS practice, LSRW skill practice in the Language Lab, phonetics practice, extension lectures, workshops, research seminars, library utilization, and computer lab activities. These initiatives are supervised by Ms Rubina Hans, Dr. Nafisa Roopawala, and Dr. Jaswanti Adangale.

IELTS Practice

IELTS practice is designed to enhance students' proficiency in English, covering listening, reading, writing, and speaking skills. Regular mock tests and practice sessions are conducted to familiarize students with the test format and improve their performance. Specific strategies include:

Weekly mock tests to simulate real exam conditions.

Group discussions and debates to enhance speaking skills.

Reading comprehension exercises using IELTS materials.

Writing practice focuses on essays and reports.

LSRW Skill Practice in the Language Lab

The Language Lab is a vital resource for improving Listening, Speaking, Reading, and Writing (LSRW) skills. The lab is equipped with modern audio-visual aids and software to provide an interactive learning environment.

Listening exercises using audio clips and recordings to improve comprehension.

Speaking drills with immediate feedback on pronunciation and fluency.

Reading assignments from a variety of texts to enhance speed and understanding.

Writing tasks focusing on different genres and styles.

Phonetics Practice

Phonetics practice is crucial for improving pronunciation and articulation.

Use of phonetic charts and symbols to teach correct pronunciation.

Interactive activities such as tongue twisters and reading aloud to practice sounds.

Software tools to visualize sound patterns and correct errors.

One-on-one sessions to address individual pronunciation issues.

Extension Lectures

Extension lectures are conducted by experts from various fields to provide students with broader perspectives and deeper insights into educational topics.

Talks by experienced educators on innovative teaching methods.

Sessions on contemporary issues in education and their implications.

Workshops on classroom management and student engagement techniques.

Workshops

Workshops are organized to provide hands-on experience and practical skills.

Techniques for creating engaging and interactive lesson plans.

Strategies for inclusive education and addressing diverse learning needs.

Use of technology in the classroom to enhance teaching and learning.

Creative teaching aids and resource development.

Research Seminars

Research seminars aim to develop critical thinking and research skills among students. Presentations on current educational research and methodologies.

Discussions on research design, data collection, and analysis.

Guidance on writing research papers and dissertations.

Opportunities for students to present their research findings.

Library Utilization

The library is a crucial resource for self-study and research.

Orientation sessions on library resources and digital databases.

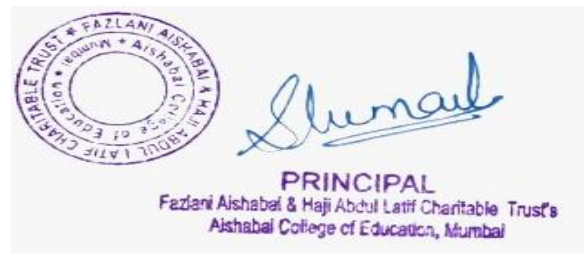
Assignments requiring extensive library research.

Book clubs and reading groups to promote reading habits.

Computer Lab Activities

The computer lab provides a platform for students to enhance their digital literacy and technical skills. Projects involving multimedia presentations and digital content creation. Online courses and tutorials to supplement classroom learning.

The enhancement and enrichment inputs integrated into the B.Ed. courses are designed to push each student's learning to new levels. By offering opportunities for self-study, alternative activities, and advanced content, the program aims to foster a comprehensive and dynamic learning environment. The involvement of Ms Rubina Hans, Dr. Nafisa Roopawala, and Dr. Jaswanti Adangale ensures that these initiatives are effectively implemented and continually improved to meet the evolving needs of students.



5. Collaborative tasks

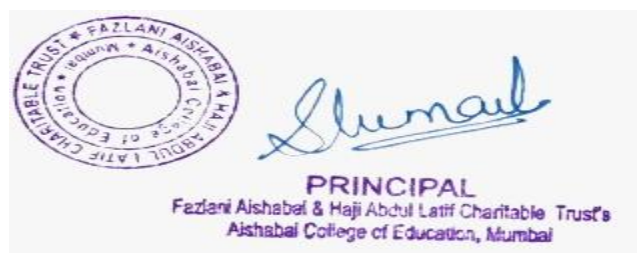
Collaborative tasks play an important role in a Bachelor of Education (B.Ed.) program, allowing students to develop essential skills such as leadership, cooperation, and communication. These skills are crucial for effective teaching and are best cultivated through active group activity engagement.

Peer Teaching Events: One of the key activities in the program is peer teaching, where students take turns teaching a concept or skill to their peers. This method of teaching fosters a deeper understanding of the subject matter, as students must thoroughly comprehend the content to effectively teach it.

Cooperative Learning Activities: Engagement in cooperative learning activities such as group projects, and problem-solving exercises further strengthens students' ability to work as a team. These activities encourage critical thinking, adaptability, and the ability to collaborate effectively under different circumstances.

Workshops: To further enhance their skills, B.Ed. students are encouraged to plan and lead professional development workshops for their peers. These workshops cover important topics such as differentiated instruction, technology integration, and classroom management.

The implementation of collaborative tasks in a B.Ed. program is highly beneficial, as it equips students with the skills and competencies necessary for effective teaching. Through group lesson planning, peer teaching, curriculum development, cooperative learning, and professional development workshops, students are well-prepared to enter the teaching profession with the confidence and skills needed to succeed.



6. Assistive Devices and Adaptive Structures (for the differently abled)

Student diversity in the B.Ed program involves a well-structured approach that takes into account the different learning needs of students, especially those with disabilities. The institution uses specific mechanisms to respond to these diversities based on student profiles identified through comprehensive assessments and observations.

Student profiles:

The institution identifies diverse student learning needs through a systematic process that includes initial assessments, regular feedback from instructors, and self-reported challenges by students.

Assistive Devices:

The facility provides access to a variety of assistive devices that meet the needs of differently-abled students, which are essential for students with visual or hearing disabilities.

Adaptive structures:

The institution ensures that physical infrastructure is in place to facilitate mobility for differently abled students.

Support Services:

Ongoing mentoring and counselling services are provided to meet the emotional and academic needs of students with disabilities, ensuring they receive the support they need to thrive in their studies.

These mechanisms ensure that the institution's B. Ed program is inclusive and supportive of all students, respecting and responding effectively to their diverse learning needs.

Student profiles:

In the Aishabai College of Education, one of the hearing loss students, ' hearing problem is of a mild level. The college supports her activities and teaching-learning process also. Teachers encourage her to participate in activities.



7. Multilingual interactions and inputs

In a diverse educational environment, it is essential to implement mechanisms that honour student diversities, particularly in terms of learning needs. Addressing these diversities is a key component in the development of effective teaching strategies within a Bachelor of Education (B.Ed.) course.

The institution has developed a comprehensive system for identifying learner profiles, which includes assessments of students' academic backgrounds, language proficiency, and learning styles. Based on these profiles, tailored instructional strategies are implemented to meet the diverse learning needs of each student. Teachers employ differentiated instruction techniques to cater to the varying abilities and learning styles of students.

1. Educational Value of Multilingualism

Through readings, debates, and assignments, students explore the impact of language on learning and teaching, gaining a deeper understanding of how multilingualism can be leveraged to enhance educational outcomes.

2. Enhancing Communication Skills

Participation in multilingual activities, such as group discussions, presentations, and collaborative projects, helps students improve their communication skills in multiple languages.

3. Practicums and Simulations

Practicums and simulations are integral components of the B.Ed. program, providing students with hands-on experience in teaching in multilingual environments. These practical experiences allow students to apply their theoretical knowledge in real-world settings, helping them develop effective teaching strategies that accommodate linguistic diversity.

4. Cognitive Development

Engaging with multiple languages enhances students' cognitive abilities, including problem-solving, critical thinking, and memory retention.

The mechanisms in place to honour student diversities and the incorporation of multilingual input and interactions in the B.Ed. courses are critical for preparing future educators. By addressing diverse learning needs and embracing multilingualism, the institution ensures that students are equipped with the skills and knowledge necessary to succeed in a multicultural and multilingual educational environment.

