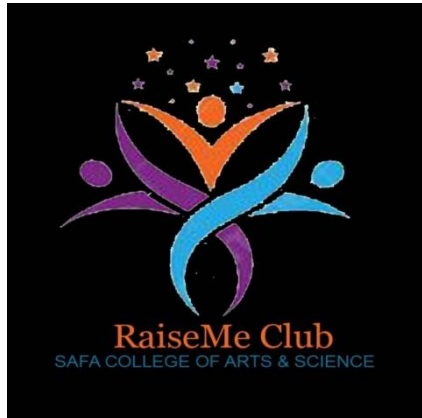




# SAFA COLLEGE OF ARTS AND SCIENCE

(Affiliated to University of Calicut)  
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**2023-2024**

**“Progrss may be slow, but perseverance paves the path to success”**

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## INTRODUCTION

The slow Learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration. They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process and drop out or fail in the Programme. The poor performance may not be sign of the poor capacity or talent but may be due to in appropriate teaching methods, poor family situation, inadequate motivations and supports, unscientific learning practices or even the inability to Converse in an unfamiliar language.

## **Vision**

Our club envision transforming the students through creative education. Shifting the focus to the process of learning, away from a focus on ends, means creating activities that encourage learners to think, take risks, succeed, fail, collaborate and communicate.

## **Mission**

1. Compensatory teaching
2. Remedial teaching
3. Developing self- learning materials (SLM)
4. Frequently varying instructional techniques in the classroom itself
5. Providing peer teaching by high ability classmates
6. Encouraging them to articulate orally in the class and providing more chances for classroom
7. Teaching learning skills such as note making, outlining, and active listening
8. Mentoring by faculty members
9. Encouraging them to spend more time on libraries
10. Additional learning opportunities through online sources WhatsApp, YouTube..Etc.

## OBJECTIVES AND FUNCTIONS

**The primary objective is to provide a supportive environment where slow learners can thrive academically and personally. This involves identifying their specific learning needs and implementing strategies to help them overcome challenges.**

- **Individualized Support:** Slow learners often require personalized attention and support. Colleges can offer tutoring services, study groups, or one-on-one mentoring to address their unique learning styles and pace.
- **Adapted Curriculum:** Tailoring the curriculum to accommodate diverse learning needs is crucial. This might involve providing supplementary materials, alternative assignments, or modifying teaching methods to facilitate better comprehension.
- **Specialized Instruction:** Utilizing teaching techniques that cater to diverse learning styles can enhance understanding and retention for slow learners. This may include visual aids, hands-on activities, or interactive discussions.
- **Assessment and Feedback:** Regular assessment helps monitor progress and identify areas that need improvement. Constructive feedback should be provided to encourage growth and self-reflection.
- **Building Confidence:** Slow learners often struggle with self-esteem issues due to academic challenges. Colleges should foster a supportive and inclusive environment that promotes confidence-building through recognition of achievements and encouragement.
- **Life Skills Development:** In addition to academic support, colleges can offer programs or workshops aimed at developing essential life skills such as time management, organization, and effective communication, which are valuable for long-term success.
- **Collaboration with Support Services:** Collaborating with counselling services, disability support offices, and other relevant departments can ensure a holistic approach to addressing the needs of slow learners, encompassing both academic and non-academic support.

## ACTION PLAN -RAISE ME CLUB ( Slow Learner's Programme) 2023-2024

PHASES OF THE IMPLEMENTATION	GOALS/ OBJECTIVES	STRATEGIES/ACTIVITIES	PERSONS INVOLVED	TIME FRAME	OUT COME
PHASE I Implementation Selection Pre test per paper	To provide aptitude test To give orientation On the nature, scope about the course	Selection and division of students Orientation classes for students about their course and examination.	Students Teachers	June July August	Awareness about the <del>COURSE</del> Better knowledge about their examination
PHASE II Implementation proper	To give them more chances to articulate. Through these strategic activities they can find out their outcome.	Peer grouping Word mapping Compensatory teaching Open text exam.	Students	September October	To give more confidence Better performance in the upcoming university examinations
PHASE III Post-Evaluation	To evaluate the improvement of students level of proficiency To provide all and activities. opportunities to participate their academic and non academic activities	Conduct examinations to evaluate their progress. Massive supervision and providing more exercises	Students	November December	Improve students capabilities in academic, personal and social performance.  <del>Threshout</del> the problems of the students.

## ACTION PLAN

## **ACTION TAKEN REPORT**

### **A. REMEDIAL COACHING:**

PATHWAY TO SUCCESS is a comprehensive remedial coaching program designed to empower students by addressing their academic challenges and enhancing their learning skills. Our program provides personalized instruction, targeted practice, and ongoing support to help students build a solid foundation in core subjects. Through a combination of expert guidance, innovative teaching methods, and a supportive learning environment, PATHWAY TO SUCCESS aims to boost students' confidence, improve their academic performance, and pave the way for their future educational and career achievements.

### **B. ORIENTATION SESSION**

The "Excellence in Exam" orientation programme was conducted to familiarize students with the University Examination process, its requirements, and best practices for success. The event aimed to alleviate students' concerns and equip them with essential strategies for excelling in their exams. The "Excellence in Exam" programme successfully informed students about the University Examination process, preparing them to approach their exams with greater confidence and competence. Feedback from attendees was overwhelmingly positive, highlighting the programme's effectiveness in addressing their concerns and enhancing their readiness for upcoming exams.

## C. PEER TEACHING

The Peer Teaching initiative was launched to foster collaborative learning among students by encouraging them to teach and learn from one another. This program aims to enhance understanding of subject material, improve communication skills, and build a supportive academic community.

## D. BE AN ARTSY

“Be an Artsy” is an engaging program that featured a live drawing session inspired by the poem “The Blessed Damozel” by Dante Gabriel Rossetti. Students from various departments participated, bringing diverse perspectives and artistic interpretations to the session. As the poem was read aloud, participants created live drawings, capturing the poem’s ethereal and emotive essence. This interdisciplinary event not only celebrated Rossetti’s work but also fostered a collaborative and creative environment, allowing students to explore the intersection of literature and visual art.



## DOCUMENTARY PROOF: PHOTOGRAPHS



Excellence in Exam Orientation towards University Examination



Peer Teaching



Structured Literacy Programme



Be an Artsy

## CONCLUSION

During the academic year 2023-2024, the RaiseMe Club spearheaded several impactful initiatives across various departments within the college. These programmes included Remedial Coaching, designed to support students needing additional academic assistance, and an Orientation Session titled “Excellence in Exam,” which aimed to equip students with effective exam strategies.

Additionally, the club facilitated Peer Teaching, encouraging collaborative learning and knowledge sharing among students. Another notable initiative was “Be an Artsy,” a creative achievement programme that fostered artistic expression and innovation. Through these diverse programmes, the RaiseMe Club significantly contributed to the academic and creative development of the student body.

**SAYIKRISHNA.M**

(ASST.PROF OF ENGLISH DEPT)

**RAISE ME CLUB COORDINATOR**

**PRINCIPAL**

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