Policy for Slow and Advanced Learners

About The College

Dhurwarao Madiya Government College Bhairamgarh is one of the institutions of higher education in Bastar Regions which predominated by tribal communities is largely devoted to under graduate studies in Chhattisgarh state with more than 150 students and 13 teachers, offering undergraduate courses in disciplines in humanities, science and commerce. The institute is affiliated to Shaheed Mahendra Karma Vishwavidyalaya (SMKV), Bastar, Jagdalpur (C.G.) and approved by University Grants Commission (UGC) by the Department of Higher Education, Ministry of Education, Government of India. Since its inception in 2013, college is a dynamic, fast growing educational institution. College provides a safe and supportive environment to faster the academic development and welfare of students. The institute is offering a flexible and real world based approach in education. By its exceptional dedication towards imparting quality education by offering learner centric teaching-learning for learners from diverse backgrounds for holistic development and institution is Accredited By NAAC.

The institute always strives to improve and increase the learning capacity of students by motivating the faculty to adopt innovative teaching-learning pedagogy essentially focusing on a combination of traditional and modern teaching approaches such as use of audio-visual aids like power point presentations, videos, infographics and other such mind mapping tools that not only help maintaining the attention span of students but also help in grasping the concept in a better way. Also classroom teaching is enriched by using flipped classroom strategy for active engagement and participation of pupil as well as enabling the instructor to deal with mixed levels and student difficulties in a better way,

introducing real world experiences through field trips (Botanical Gardens/Biodiverse Areas/ hospital etc.), interaction with experts and scholars etc. that enable students relate better to the topic/course.

In addition to making use of latest innovative teaching-learning tools and techniques, Our College recognizes that the learning interest and pace of every pupil is different (some learners are not-so-gifted (Slow learners) and whereas some are gifted learners (advanced learners) and hence special plans/strategies are adopted to deliver learner centric teaching-learning.

Advanced and Slow Learners

Advanced learners are the students who understand a taught topic relatively faster than the other students in the class and attain high scores. They have more potential and talent than the others in the class.

Slow learners on the other hand mostly lag behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium.

Preamble

The primary goal of creation of this policy is to assess the learning capacity of the students and provide them guidance accordingly. Specific objectives are enlisted as under:

- Identification of the slow learners and advanced learners in the class
- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners
- To boost up the confidence of slow learners and to minimize the barriers and help them out for enhancing their skills in respect of learning processes
- To encourage to the advanced learners to be excellent achievers
- To bridge the gap between slow and advanced learners.

In the ensuing section, detailed description of the strategies adopted for the slow learner and advanced learner identification process and appropriate guidance measures are highlighted.

Policy for identification of slow and advanced learners

At the entry level, the students must be assessed on the basis of their performance in Learner's Aptitude Test, preceding examination, interest in chosen current subject, involvement in classroom teaching-learning, and learning pace of students.

Slow Learners:-

- Class Test Scores: Less than 50 %
- Limited self-direction
- Lack of motivation and interest
- Lagging behind in dealing with higher order problems
- Low capacity to comprehend core concepts and their applications

Advanced Learners:-

- Class Test Scores: Higher than 70 %
- High Grasping Capacity
- Quick Response
- Self-motivated
- High potential to deal with higher order problems
- High capacity to comprehend core concepts and apply them in real world situations

Strategies undertaken for tackling slow and advanced learners

Slow Learners:

After the identification of the learners, the departments following policies are adopted:-

1) **Remedial Classes:** conducted regularly for the identified slow learners, as per the schedule prepared. During these classes, teachers are expected to engage in problem solving exercise, provide additional study materials and notes, etc. to the students, direct their creative energies towards concept clarification so as to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled.
   The mandates of the remedial classes thus would be:-
   - Provision for simplified but standard lecture notes/course material (Providing handwritten notes for easy understanding).
   - Giving additional learning materials like question bank, university question papers etc
   - Revision of topics and practical
2) **Guidance through mentor-mentee scheme:** Mentoring and connecting with faculty members would set up a healthy relationship between the students and the faculty. Small groups of 10-15 students with a faculty mentor is formed for discussions and open thinking towards the self.
3) Conducting activities to enhance their critical and problem solving skills, orienting them to think.

Advanced Leaners:

1) Advanced assignments or tasks would be assigned to advanced learners.
2) Guidance to crack competitive examinations and orient them for better career planning and growth.
3) Inspire them to get engaged in certificate/value added courses to nurture their skills on SWAYAM, NPTEL, Course Era etc.
4) Motivate them to participate in group discussions, debates, elocution, quiz to develop analytical and problem solving abilities.
5) Organize activities to polish their critical thinking abilities.

Improvement Assessment

Teachers would require to prepare a report after university result declaration of current Session/semester which shows the improvement in performance of slow learners to close the loop.

Following documents would be required to be maintained:-

• Report of result of class test / unit test

• List of slow learners

• List of Advanced Learners

• Report of performance improvement for slow learners

• Attendance record for session conducted for slow learners

• List / Record of tasks given to advanced learners

Anticipated Outcomes

It is expected from the policy framed for the advanced and slow learners that there will be an overall improvement in university results, increase in % of students who are able to plan their careers effectively and ultimately contribute towards the betterment of the nation.