



SSR for NAAC III
Cycle 2022

Govt. Kamla Nehru Mahila Mahavidyalaya Damoh (M.P.)-470661

- ❖ AISHE ID: C-19132
- ❖ Established in 1964
- ❖ First & only Women College in Damoh Region
- ❖ Affiliated to Maharaja Chhatrasal Bundelkhand University, Chhatarpur



Policy for
POLICY ON ADVANCED AND
SLOW LEARNERS

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POLICY ON ADVANCED AND SLOW LEARNERS

Indian classroom is typically a mixture of varied ability groups of students. The roots of this phenomenon can be traced back to their socio-cultural and techno-economic backgrounds. They basically differ from one another in terms of cognitive development and therefore their capacity to grasp domain knowledge and to critically evaluate are bound to differ. Their ability to articulate their understanding of the subject also differs. Curriculum transaction to such a mixed classroom is not possible since one-size-that-fits all approach does not work well to the satisfaction of all the students in the class. So, the institute has taken an initiative to design a policy for “Advanced and Slow Learners”.

This policy paper is recognised as the “Policy on Advanced and Slow Learners” of the Govt. Kamla Nehru Mahila Mahavidyalaya, Damoh Madhya Pradesh. Through this policy the Institute discuss its assurance to the vital facilitation and encouragement to the advanced learners to be excellent achievers and slow learners to be better performers and achievers in the academic and personal life. The policy also advices the teaching departments to develop significant strategies and scientific implementations to the benefit of both the advanced learners and slow learners in the Institute’s education system without forgetting the average performers.

1. Introduction

The Govt KNMM Damoh is a government college of higher education established by Government of Madhya Pradesh. It is an academic institution for higher level of knowledge generation and distribution through effective teaching programmes.

- ❖ The Institute is offering Graduation and Post-Graduation programmes to the students.
- ❖ The students belong to urban/rural background, the upper, middle or lower middle class of MP.
- ❖ The Institute is government funded in academic, management and financial matters therefore caters to the needs of the students from the different communities as well.
- ❖ The admissions to all the programmes are totally online and students can get admitted to any programmes from any discipline through merit list followed by counselling.

The ultimate aim of the programmes in the institute is to make all the students get equipped and competent to face the challenges of the life and contribute to the social development through

the critical reflection and academic achievements. This is possible through the process of making the academics more demanding and competent for the advanced learners and also by supporting the slow learners to achieve more in their academics and personal life. In every academic programme there will be some students who can do really well and learn more with the comprehension capacity, retention ability and hardworking practices. On the other side some students may find disadvantage in their learning process due to various personal or institutional reasons. In both these situations the students need special attention and interventions to make their learning activity more enriching and effective.

2. The Concepts

2.1 Advanced Learners

The term advanced learner in this policy refers to the students who can engage in learning activities efficiently and faster than the other students in the class and achieve high scores and bring significant achievements in their life. They have more potential with their comprehension, retention, memory, critical thinking, creativity and contextualisation practices. They also may have hard working behaviours and usually achieve more than the majority of the classmates. These students are gifted and talented than the other students in the class. These students can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

2.2 Slow Learners

The slow learners are always the poor achievers and lag behind in the academic life. They may fail in exams or may score only poor grades. They may 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 can drop out or fail in the programme. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, deprived social situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language.

3. Methods of Assessment

The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations and the performance in the initial stage of the programme including the bridge program and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the Institute. This level can be set as the benchmark of the student. Subsequently they can be assessed continuously through the examination results at various levels and stages, their performances in the extra-curricular and co-curricular activities throughout the programme. The assessment procedure can be a statistical process of making the three levels like High, Average and Low on the basis of the central tendencies (mean plus and minus standard deviations). The changes in the performance of the students and in the levels of achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

4. Policy Guidelines

Even if the students are identified as slow learners or advanced learners in the class they should not be labelled as the extra ordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented also make their goals in life achieved.

4.1 For advanced-learners

- ❖ *Advanced learners should be motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.*
- ❖ *They should be motivated to involve in research projects to inculcate research orientation and higher studies aspirations.*
- ❖ ***Important websites and useful links of study material to be shared with them.***
- ❖ *E-content available on Swayamprabha, e- Pathshala, E-Shiksha portal of the department of Higher Education, Govt of MP etc should be encouraged to use by the students.*

- ❖ *Institute will initiate steps to help them to participate in group discussions, quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills. And will encourage them to participate in national level conferences.*

- ❖ *During conduction of Continuous Comprehensive Evaluation (CCE), Higher Order Thinking activities like – Report Writing, Book Review, Article Review, Journal Writing, Paper Presentations, Seminar, Field Assignments etc will support the advanced learner to enhance their skills.*
- ❖ *They will be given special prizes/scholarships and other facilities like digital library, virtual lab etc. to protect their interest.*
- ❖ *Start-up ideas will be discussed with the advanced learners.*
- ❖ ***They can be made supporters to the average and slow learners.***

4.2 For slow-learners

- ❖ *The slow learners are not declared as poor achievers in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.*
- ❖ *They ought to be treated as any other student in the class but they can be provided extra/remedial classes for improvement and achievement. Instructions will be given to the teachers to help the slow learners by giving proper guidance and support to them.*
- ❖ *Institution will organise bridge classes and remedial programmes for them.*
- ❖ *Institution will conduct extra classes for the difficult subjects (based on the previous results) in the curriculum.*
- ❖ *Special attention will be given to the students in the tutorial classes, for the students who are identified as the slow learners.*
- ❖ *Slow learners will be specially advised and counselled by a teacher guardian and the subject expert.*
- ❖ *Provision for corrective classes will be there for the weaker students based on the results of class tests.*
- ❖ *The students will be given training on communication skills, personality development, time management and motivational sessions.*

- ❖ *Academic and personal counselling will be preferred for the slow learners by the tutor/mentor and the counselling cell.*
- ❖ *Bilingual explanation and discussions will be imparted to the slow learners in the class hours for better understanding.*
- ❖ *There will be a provision of providing simple and standard lecture-notes/course-materials. Important links of study material will be shared.*
- ❖ *Efforts will be made to get the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.*
- ❖ *Peer education strategies are effectively used.*
- ❖ *Encouraging the group learning activities and practical will be useful to the slow learners.*
- ❖ *Support of the alumni will be used to motivate and mentor the slow learners.*