



KAKATIYA GOVERNMENT COLLEGE, HANAMKONDA
TELANGANA STATE - 506001

(Affiliated to Kakatiya University, Warangal)

(e-mail: warangal.jkc@gmail.com, website: <https://gdcts.cgg.gov.in/hanamkonda.edu>)



POLICY FOR ADVANCED LEARNERS AND SLOW LEARNERS

Kakatiya Government College, Hanamkonda, has taken up the mandate of catering to student diversity. As the college is a government institution, it serves students from diverse backgrounds -community-wise and locale-wise - who also have a wide range and variety in terms of interests, skills and abilities. The students may be roughly grouped into two basic categories, namely, those who are academically bright and those who are less capable. While the former may feel disengaged with the teaching-learning process, if it is not found intellectually challenging, the latter may be overwhelmed by the material provided, if it is found to be above their range of abilities. Therefore, the institution has the responsibility of working out strategies to promote learning in such a class of academically diverse students. These strategies have to address the needs of both groups.

Policy Statement:

The institution shall identify advanced learners and slow learners in every class and make special efforts to cater to their specific needs. While advanced learners will be provided with a wide range of tasks and activities that encourage them to perform better, slow learners will be given additional coaching/training to bridge the gaps in terms of abilities/skills.

Objectives:

- To identify advanced learners and slow learners
- To assign tasks/activities like study projects, seminars, etc., to advanced learners that encourage them to perform better
- To provide special classes, tutorials, remedial classes, notes, glossaries, etc., to the slow learners

Implementation:

The programme for advanced learners and slow learners is a very important activity that is followed very scrupulously by the college. The following steps are undertaken to ensure that all the students are benefited by it:

- The college takes various measures to understand the needs and requirements of the students before the commencement of the programme.
- At the entry level, the students are counselled at the time of admission, to gauge their learning abilities, etc.
- An orientation/induction programme is organized at the very beginning of the academic year, in which students are familiarized with the course, mode of internal assessment as well as facilities available in the college.
- Teachers are assigned to each class as the class-in-charge or mentor. These class mentors conduct informal assessments of the students, before the commencement of the actual course-work. This is done through regular class interactions where the students' potential is identified and various strategies are devised to reduce the gap in their knowledge and skills.
- The more formal assessments are undertaken in three ways:
 - Entry-level test.
 - Assessment based on the previous year's result.
 - Unit tests and/or internal assessments.
- The departments may choose any of the above-mentioned methods and then, the academic performance of the students is analyzed by the subject faculty/ mentors. The students are segregated as slow and advanced learners on the basis of their academic ability. Accordingly, the following strategies are taken up for them:

Strategies for Advanced Learners (SAL):

- Special assignments such as problem sets, fieldwork
- Enrolment in advanced courses like certificate courses, online courses, etc., for students interested in following up the course in more detail
- Participation in JIGNASA Student study projects competitions and in house research projects.
- Student seminars and Power point presentations

- Participation in TSAT programmes
- Special coaching

Strategies for Slow Learners (SSL)

- Remedial Coaching and Tutorials
- Discussions and interactions
- Personal and academic counselling
- Provision of course material and question banks
- Preparation of supplementary materials that explain the concepts in an easy way
- Preparation of a glossary of terms that isolates key concepts and gives short definitions or examples
- Collaborative or peer learning, in groups and pairs, because
- advanced learners will have the opportunity to develop their skills in explaining and analyzing
materials
- slow learners will have a source of peer tutoring




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