Govt College for Women (A) Guntur
Internal Quality Assurance Cell
Institutional Policies
Policy on Slow and Advanced Learners

Preamble: Each individual has multiple kinds of intelligences, varied learning styles which lead to different levels of learning abilities. Howard Gardner proposes 8 types of intelligences which are: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. An individual's profile of these intelligences may differ based on genetics or experience. Similarly, there are four types of learners. They are: Visual Learners, Auditory Learners, Kinaesthetic Learners, and Read/write learners. All these aspects make students diverse in their learning.

The teachers need to plan classroom instruction keeping the different learning styles of the students. The activities planned for teaching learning should address different intelligences as we as styles. In the context of curriculum transaction where the objective is to enhance student performance one has to be aware that the class is not homogenous and thus various levels learning enhancement activities meeting the needs of both the slow learners and the advanced learners are needed to be put in place.

Mission Statement: The policy aims to identify the heterogenous levels of students; assist students by addressing their different learning requisites; design and curate level specific classroom activities; motivate slow leaners and support them for a better learning and performance; empower advanced learners with such abilities and skills that would make them not just autonomous learners but also can be mentors to their peers and juniors.

Objectives: The Policy aims to

1. Assess, identify and classify students into Slow, Average and Advanced Learners
2. provide teaching-learning activities which are challenging to the advanced learners and to help them improve their achievement levels.
3. provide teaching-learning activities for the slow learners to learn better and achieve better grades.
4. provide teaching-learning activities for the average learners to learn better and move up towards the level of advanced learners.

Execution procedure:

- In the departments, plan an assessment tool that diagnoses the entry level behaviour expected of the students for each course in the case of those students who are admitted to first year.

- Depending on the outcome of the assessment design a bridge course for each course of the programme.

- Categorise students into slow, average and advanced learners based on the performance in post bridge course assessment.

- In the case of second- and third-year students the categorization depends on the student performance in the preceding semester, classroom engagement and performance and performance in formative assessment.

- Bridge course in subsequent semesters also is advised and it is batch and course specific. If a particular batch of students in a specific course reflect the need for such an intervention, then those teachers who offer that particular course may offer a bridge course.

- The students who get aggregate score of < 50% (below 50%) in entry level diagnostic test at the time of admission into the programmes and in formative assessment in the subsequent semesters are considered slow learners.

- The students who get aggregate score of < 60% (60% and above) in entry level diagnostic test at the time of admission into the programmes and in formative assessment in the subsequent semesters are considered advanced learners.

- The students who get aggregate score of ≥ 50% and < 60% (from 50 to 59) in entry level diagnostic test at the time of admission into the programmes and in formative assessment in the subsequent semesters are considered average learners.

- Avoid labelling students in classroom interaction as slow or advanced.

- Let the grouping be discreet and thus avoid stress and pressure for the learners.

- Plan course wise and category wise learning activities and scaffold each leaning group with level appropriate activities.

Intended Outcomes: Pedagogical intervention with this policy expects students with different levels of learning to

- show a considerable improvement in the level of their achievement.
- show a visible difference in the way they participated in the classroom activities.
- demonstrate confident and enthusiastic interaction with the teacher and with other students.
- apply the learning to new contexts.
- display the ability to learn independently.
- mentor the peers.
- collaborate in learning advancement.