Internal Quality Assurance Cell (IQAC)

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NOTIFICATION

SCHEME OF ACADEMIC UPGRADATION OF SLOW LEARNER

The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners.

Response:

Induction Programme and Need Assessment Activity

At the onset a week-long orientation programme is organized which covers four broad dimensions:

The programmes are focused on cognitive and non-cognitive inputs and expectations from the students.

Need assessment exercise- distribution of student as per their optional courses and pedagogical subjects. Student allocation to the Mentors, Tutors, Pedagogical Subject Supervisors.

Exploring talent and conduct of cultural and co-curricular activities:
Add-on-Course-Identification and enrolment of students for various Add-on Courses on "Content Enrichment" and other thematic concerns.

Interventions/activities

To assess student's pre- requisite knowledge, aptitude and skill, at entry level: Teacher Aptitude Test is administered on every student admitted to B.Ed Programme. This test makes us understand perception, aptitude and certain competencies and skills required for the B.Ed Programme. This exercise provides a strong cues to devise teaching strategies for new batches.

Practice Exercise sessions are conducted at the commencement of the B.Ed. programme which helps the faculty members to identify students with special needs / differently abled.

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During orientation programme: a rich platform is provided to the students to interact with the teachers of subjects, express themselves freely and independently, display their mental strength, and perform their talent.

Tutorial In-charge and House In-charge help to identify the needs and skills of the students and allocate students to the Mentors

Talent hunt completion helps the students to show their hidden talent.

To check the backgrounds of the student, especially the subjects studied by them is taken into consideration while allowing them to opt for different optional papers and teaching.

Efforts are made to identify learning gaps amongst the students, i.e there may be some students who opt pedagogical subjects and do not study allied subjects. All those students are enrolled under "Add on Course on Content Enrichment of specific subject, as well as for thematic Add on Course.

Curriculum design is aligned with the industry (here educational institutions). Suggestions are invited from faculty regarding curriculum design and development and it is passed on to the Programme coordination committee members who implement the suggestions at the College level. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines. Latest software MS Office with internet connectivity is provided to the teachers for effectively translating the curriculum and improving teaching practices through the use of the Computer Lab, Language Lab and internet facilities.

The College is expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. The students are assessed by the faculty members for their special learning needs, based on their performance in the internal assessment examination and annual examinations. They are also identified based on their active participation, involvement, performance in the class room / practical hall dynamics. Special programs are incorporated for advanced learners and slowlearners.

1. Adopts measurable criteria to identify slow performers.
2. Adopts measurable criteria to identify advanced learners.
3. Organizes special programmes for slow performers and advanced learners.
4. Follows protocols to measure students' achievements.

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