

ACTIVITIES FOR ADVANCED AND SLOW LEARNERS

2023-2024

Introduction:

Every student possesses a unique learning journey, characterized by their individual strengths, challenges, and preferences. To ensure that every student receives the appropriate support and opportunities for growth, it is essential to identify and cater to varying learning levels within the classroom. The post graduate development of English takes adequate measures to identify the learning levels of students. One effective approach to achieve this is through the use of self-assessment questionnaires, which empower students to reflect on their own learning experiences and provide valuable insights into their strengths and areas that may require further development. This process allows educators to modify their learning activities that cater to both advanced and slow learners, fostering an inclusive and engaging educational environment.

Self-Assessment Questionnaires:

Self-assessment questionnaires serve as a bridge between students and educators, offering a platform for students to introspect and evaluate their learning progress. By answering carefully designed questions, students gain a deeper understanding of their learning styles, habits, and preferences. Moreover, self-assessment questionnaires encourage self-awareness, motivation, and a sense of ownership over one's learning journey. This insight equips educators with the information needed to design customized learning experiences that address individual needs, whether a student is an advanced learner eager for intellectual challenges or a slower learner seeking additional support.

Sample of Questionnaire used:

Student Self-Assessment Questionnaire

Please answer the following questions with "Yes" or "No" based on your understanding and learning experiences.

1. Have you consistently completed your assignments and homework on time?
2. Do you feel confident in your ability to understand and explain complex concepts related to the subject?
3. Have you actively participated in class discussions and asked questions when you didn't understand something?
4. Do you often seek out additional resources (books, articles, videos) to enhance your understanding of the subject?
5. Have you helped your classmates when they faced challenges with the subject material?
6. Do you feel comfortable working on assignments or projects independently, without constant guidance?
7. Have you consistently received positive feedback from your teachers regarding your performance and understanding of the subject?
8. Are you able to connect what you learn in class to real-life situations or applications?
9. Have you ever taken the initiative to explore topics beyond the curriculum out of personal interest?
10. Are you interested in taking on more advanced or challenging assignments or projects related to the subject?

Thank you for completing the self-assessment questionnaire. Your responses will help you gauge your learning levels and identify areas for further growth and improvement.

Each question was assigned 2 marks for the response YES and 1 mark for the response NO.

Sl. No.	Name of the Student	Class	Marks Scored in %
1.	AKASH. G	UG S1	38%
2.	ARAVIND.J NAIR	UG S1	67%
3.	ASWIN .S.KUMAR	UG S1	35%
4.	DEVIKA NAIR	UG S1	81%
5.	GOPIKA.I	UG S1	91%
6.	LIMA SEN MATHEW	UG S1	88%
7.	MEENAKSHI.M.R	UG S1	94%
8.	NANDHITHA S PRAKASH	UG S1	86%
9.	NEETHU.S	UG S1	77%
10.	NIMMI KRISHNA .S	UG S1	89%
11.	PARVATHY.R	UG S1	97%
12.	RAHUL KRISHNA G.B	UG S1	49%
13.	RAHUL.S.S	UG S1	36%
14.	SARIKA .G.S	UG S1	87%
15.	SHILPA KRISHNA S.R	UG S1	76%

16.	SYAM BAJIO .S	UG S1	38%
17.	UNNIMAYA B.M	UG S1	89%
18.	AARAJ. A.S	UG S1	47%
19.	ADARSA B.R	UG S1	88%
20.	AISWARYA N.S	UG S1	55%
21.	ANOOP S.G	UG S1	76%
22.	ARUNDHATHI.A	UG S1	81%
23.	ARVIND K.P	UG S1	91%
24.	DHANUSH BABU	UG S1	88%
25.	FASEEN.P.K	UG S1	94%
26.	FAVAD.K	UG S1	86%
27.	GANGA NAIR L.R	UG S1	77%
28.	GOPIKA.S. KUMAR	UG S1	89%
29.	JYOTHIKA VIJAYAN	UG S1	97%
30.	NAMITHA B.S	UG S1	49%
31.	RONALDO.J.XAVIER	UG S1	36%
32.	S.S NEERAJ ABE	UG S1	33%
33.	SAIKRISHNA P.S	UG S1	96%
34.	ABHISHEK .S	UGS3	49%
35.	AKSHAY SHIV	UGS3	36%
36.	GOPIKA A.S	UGS3	87%
37.	KAVYA S.P	UGS3	76%

38.	NEETHU.S	UGS3	38%
39.	RADHIKA .R	UGS3	89%
40.	RAJ.S.R	UGS3	47%
41.	SRUTHI.J	UGS3	88%
42.	SWETHA NAIR	UGS3	94%
43.	ABHISHEK M.L	UGS3	86%
44.	AKHILA A NAIR	UGS3	77%
45.	AKHILA KRISHNAN	UGS3	89%
46.	AKSHAY.S	UGS3	97%
47.	ANJALI.S	UGS3	49%
48.	ANOOP M.R	UGS3	32%
49.	ARYA.S	UGS3	30%
50.	ASWATHY.S	UGS3	56%

Based on the responses received from 1st and 2nd year English UG students, the advanced and slow learners were listed out. Those who scored 80% or above were categorized as advanced learners and those scored less than 40% were categorized as slow learners.

List of Advanced Students

Sl. No.	Name of the Student	Class
1.	PARVATHY.R	UG S1
2.	JYOTHIKA VIJAYAN	UG S1
3.	AKSHAY.S	UGS3

4.	SAIKRISHNA P.S	UG S1
5.	MEENAKSHI.M.R	UG S1
6.	FASEEN.P.K	UG S1
7.	SWETHA NAIR	UGS3
8.	GOPIKA.I	UG S1
9.	ARVIND K.P	UG S1
10.	NIMMI KRISHNA .S	UG S1
11.	UNNIMAYA B.M	UG S1
12.	GOPIKA.S. KUMAR	UG S1
13.	RADHIKA .R	UGS3
14.	AKHILA KRISHNAN	UGS3
15.	LIMA SEN MATHEW	UG S1
16.	ADARSA B.R	UG S1
17.	DHANUSH BABU	UG S1
18.	SRUTHI.J	UGS3
19.	SARIKA .G.S	UG S1
20.	GOPIKA A.S	UGS3
21.	NANDHITHA S PRAKASH	UG S1
22.	FAVAD.K	UG S1
23.	ABHISHEK M.L	UGS3
24.	DEVIKA NAIR	UG S1
25.	ARUNDHATHI.A	UG S1

REPORT OF CLASSES FOR ADVANCED LEARNERS 2023-2024

As much 25 students from Ist & IInd Year English students were identified as advanced learners. Dr. Chitra V.S., the faculty of the English department and the coordinator of the walk with the scholar programme was in charge of this. The programmes for them were envisaged to provide necessary orientation, guidance and motivation to the promising students so as to enrich and nourish their talents

for higher studies and better employment. For this both internal and external mentoring sessions were arranged. All external mentoring sessions arranged for 1st and 2nd year mentees were on Saturdays. Internal mentoring sessions were arranged on Saturdays and working days before and after the class hours.

Activities for Advanced Learners:

For advanced learners, activities should provide opportunities to delve into deeper explorations of subject matter, foster critical thinking, and stimulate intellectual curiosity. Such activities could include:

1. **Research Projects:** Assigning advanced learners research projects on specialized topics related to the curriculum, allowing them to dive into areas of personal interest.
2. **Debates and Discussions:** Organizing debates and discussions that require in-depth analysis, encouraging advanced learners to present and defend their viewpoints.
3. **Independent Study:** Offering advanced learners the autonomy to choose advanced readings, conduct independent research, and share their findings with the class.
4. **Collaborative Challenges:** Engaging advanced learners in collaborative problem-solving challenges that encourage them to apply their knowledge in innovative ways.
5. **Creative Projects:** Encouraging advanced learners to express their understanding through creative projects such as multimedia presentations, artistic creations, or writing pieces.

List of Slow Learners:

Sl. No.	Name of the Student	Class
1.	SYAM BAJIO .S	UG S1
2.	NEETHU.S	UGS3
3.	RAHUL.S.S	UG S1
4.	RONALDO.J.XAVIER	UG S1
5.	AKSHAY SHIV	UGS3
6.	ASWIN .S.KUMAR	UG S1
7.	S.S NEERAJ ABE	UG S1
8.	ANOOP M.R	UGS3
9.	ARYA.S	UGS3
10.	AKASH. G	UG S1

Activities for Slow learners

- Conduct sessions for covering difficult topics/revision sessions/extra sessions
- Personal Attention should be provided by respective subject teacher in teaching
- Assignments and solving University question papers
- Remedial teaching
- Counselling with the help of Department of Psychology for special cases

Advanced Learners:

1. Academic Performance:

- Consistently demonstrate mastery of concepts and skills beyond grade level expectations.
- Score exceptionally well on assessments and examinations, consistently achieving high grades.

2. Critical Thinking and Problem-Solving:

- Display exceptional analytical and critical thinking skills in applying knowledge to complex problems.
- Show a propensity for creative and innovative solutions to academic challenges.

3. Inquisitiveness and Curiosity:

- Exhibit a genuine curiosity about the subject matter, asking insightful questions and seeking deeper understanding.
- Engage in independent research and exploration of topics beyond the curriculum.

4. Quick Grasping and Application:

- Rapidly grasp new concepts and ideas, demonstrating the ability to synthesize and apply knowledge effectively.
- Show a propensity for learning and applying advanced content with minimal instruction.

5. Initiative and Leadership:

- Take leadership roles in group activities and projects, guiding peers with their advanced insights.
- Proactively seek additional resources and challenges to further their academic growth.

Slow Learners:

1. Varied Learning Pace:

- Exhibit a slower pace in grasping and retaining new concepts compared to peers of the same age.
- Require additional time and repetition to fully understand and internalize information.

2. Support and Reinforcement:

- Benefit from individualized instruction, additional explanations, and supplemental materials to bridge learning gaps.

- Demonstrate improvement when provided with personalized support and reinforcement.

3. Concrete Examples and Practical Application:

- Show better understanding when concepts are explained using real-world examples and practical applications.

- Thrive in hands-on and experiential learning environments that facilitate better comprehension.

4. Incremental Progress:

- Demonstrate steady progress over time, with consistent effort leading to improved performance.

- May require incremental and scaffolded learning experiences to build upon foundational knowledge.

5. Focused Attention and Patience:

- Excel when provided with a structured and patient learning environment that encourages focused attention.

- Benefit from strategies that break down complex concepts into smaller, manageable steps.

It's important to note that each student is unique, and these criteria should be used as guidelines rather than rigid rules. The identification of advanced and slow learners should be carried out through a combination of teacher observations, assessments, standardized tests, and discussions with parents or guardians. Additionally, personalized learning plans and differentiated instruction can help both advanced and slow learners reach their full potential