



GOVERNMENT COLLEGE MOKERI

*Mokeri (P.O), Kakkattil (via)Kozhikode, Kerala, Pin-673507
(NAAC Accredited with 'B+' Grade)*

REMEDIAL CLASSES

The educational institution implements a range of initiatives to support students who are progressing slowly, including remedial classes, and coaching programmes for the NET examinations. Remedial courses are implemented to assist slow learners. The students are identified and classes scheduled at the department level by the tutor and the teacher handling the course. The classes are monitored by the Department council.

The remedial classes aim to assist underperforming students in various academic disciplines. In the process of selecting weak pupils, mentors evaluate their performance on class assessments and internal examinations. The discussion of exam-oriented material, analysis of previous year's examination papers, and class assessments equip students with the necessary confidence to confidently take exams and earn passing grades. Teachers require students to write the responses during remedial coaching, which significantly improve their language and writing skills. Well-structured classes, discussing the sections that students require assistance with are the focus of these sessions. Preferential remedial hours were scheduled either prior to or subsequent to regular class hours, at the students' discretion. Revision classes are arranged in which all students are allowed to participate.

ADVANCED & SLOW LEARNERS

Methods of assessment

Various mechanisms are utilised to determine the learning levels of the students. Indicators of their performance include the achievements in the qualifying examinations, ongoing assessment, and the performance in the initial phase of the programme. They are subsequently evaluated on an ongoing basis throughout the programme based on their performance in extracurricular and co-curricular activities and examination outcomes at various levels and stages. The evaluation process delineates three distinct levels, namely High, Average, and Low. A comparison is made between the current semester and the previous one in order to evaluate the progress of the students and determine whether or not appropriate interventions are required.

Advanced learners

1. Advanced learners are motivated and provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.
2. Facilitating their engagement in group discussions and technical exams to enhance their analytical and problem-solving proficiencies, consequently bolstering their presentation aptitude.
3. The mentors encourage the advanced students to set more ambitious objectives and provide them with more intensive stress management and personality development training.



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4. They are made the supporters to the average and the slow learners.

Slow learners

1. In order to prevent any detrimental impact on their motivation and interest, slow learners should are not stigmatised as low achievers or problematic students within the classroom or department.
2. They are treated as any other student in the class and are provided extra classes for improvement and achievement.
3. They are assisted by the department and individual instructors through the provision of appropriate guidance and support.
4. Organize bridge classes/remedial programmes for them.
5. Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Slow learners are specially advised and counseled by the tutor.
8. Students are enrolled in remedial classes in accordance with the outcomes of class assessments. Motivational sessions, communication skills training, and time management instruction are provided to the students.
9. To assist individuals who are progressing slowly in learning from advanced learners, specialised tutorials or guidance sessions are offered.
10. Academic and personal counseling are given to the slow learners by the tutor and the counseling cell.
11. Students are provided with bilingual explanations and discussions beyond the scheduled class hours in order to enhance their comprehension.
12. Provision of simple and standard lecture notes/course materials and special preparation for the exams is made.
13. Getting the assistance of the advanced learners to the slow learners in making their learning process more participatory and interesting.
14. Peer education strategies are effectively used
15. Encouraging the group learning activities.



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The mentoring and facilitating efforts of the teachers and the institution in this direction is aimed at achieving the best result and performance of the students.