POLICY FOR SLOW AND ADVANCED LEARNERS

GOVERNMENT HNAHTHIAL COLLEGE
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Objective :

The purpose of this policy is to provide an inclusive learning environment for all students, recognizing the diversity in learning abilities. This policy aims to create supportive framework to support both slow learners and advanced learners succeed academically and personally at the college level. Faculty and administrative staff will work together to provide targeted interventions and individualized support to both slow and advanced learners.

Definitions:

Advanced Learners: Students who are faster than the other students in the class to achieve high grades in academic engagement are categorised as advanced learners. They have more potential with their comprehension, retention, creativity and critical thinking and are more motivated. They may require advanced learning opportunities to reach their full potential and can be expected to take up high level learning and other academic responsibilities.

Slow Learners: Students who are below average in academic achievement and general mental ability are categorised as slow learners. Such students may find it difficult to understand the lessons and may have difficulties in their comprehension, retention and reproduction of the lessons. They may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme. Such poor performances may be due to inappropriate teaching methods, family situations or lack of support.

Policy and Action Plan:

1)   **For Advanced Learners:**

i)   Identification: Students showing exceptional academic performance abilities will be identified through faculty observations and performance assessments.

ii) Offer Enrichment Opportunities: Provide these students with opportunities such as advanced projects, leadership roles, or participation in external academic progression.

iii) Support and Mentorship: Connect students with mentors, including faculty or professionals, who can guide their academic and career progression.

iv) Continuous Monitoring: Regular assessment of the progress of advanced Students through formal and informal evaluations to ensure their needs are met.

2)   **Slow Learners:**

i) <u>Identification:</u> Early identification through academic performance reviews, faculty input and student self-referrals.

ii) <u>Tutoring:</u> Remedial classes provide tutoring services where slow learners can get personalized help on topics" they find challenging. Offer extra classes for students who need additional help to catch up with their peers

iii) <u>Tailored learning materials</u>: Faculty will provide modified or simplified learning material to meet the student's academic needs

iv) <u>Progress Review and Feedback</u>: Monitor students' academic progress through frequent evaluations and provide constructive feedback. If necessary, adjust interventions and support strategies.

3)   For Both Gifted Advanced and Slow learners.

i) <u>Holistic Development:</u> Encourage participation in extra-Curricular activities sports and cultural programme to ensure well-round development.

ii) <u>Open Communication:</u> Ensure students have access to facility and monitor to discuss any concerns, challenges, or needs they may have.

iii) <u>Regular Feedback:</u> Continuous feedback from faculty, mentors, administrative staff and peers will ensure that both advanced and slow learners are receiving appropriate support.

The College is committed to providing a nurturing and inclusive environment for all students, regardless of their learning abilities. This policy, combined with the outlined action plan, ensures that advanced learners are challenged and engaged, while slow learners receive the necessary resources and support to overcome academic challenges. By embracing the diversity of learning abilities, the college fosters an environment where every student can reach their full potential.