



No. IQAC-5/2019/JTC

Dated Aizawl: 22nd December, 2022

POLICY FOR SLOW AND ADVANCED LEARNERS
(REVISED 2022)

Introduction:

The institute strives to improve and increase the learning capacity of students by motivating the faculty to implement innovative teaching-learning that focuses on a combination of traditional and modern teaching approaches. Teaching tools like point presentations, videos and infographics are used that helps in maintaining the attention span of students and also in grasping the concept in a better way. Classroom teaching is also enriched by using flipped classroom approach whereby students are responsible for learning content independently before class. This approach is used to enhance student engagement, promote deeper learning, and encourage active participation.

Flipped classroom approach is more focused on advanced learners but teachers also attempt more innovative approaches to make slow learners read their lessons before coming to class. Students are given the syllabus at the time of admission so that they come prepared at the start of the session, having read not just their prescribed books but also the secondary texts. The engagement between students and teacher introduces both parties to real world experiences through field trips and seminars whereby interaction with experts and scholars enable students to relate better to the topic.

Each faculty recognizes the various learning interest and pace of the students. Learners that are not-so-gifted (slow learners) and gifted learners (advanced learners) are identified and hence special strategies are adopted to deliver learner centric teaching-learning.

Advanced and Slow Learners:

Advanced Learners are identified as the students who grasp and understand a topic taught in class relatively faster than the other students in the class. They have more potential and so attain higher scores in class.

Slow learners are identified as the students who find it difficult to understand the subject taught in class and so lag behind in their academics.

The low performance of the students may not always be a sign of their below average capacity but rather due to inappropriate teaching methods, socio-economic background resulting in lack of motivation. One important factor faced in all subjects is the inability to converse in the devised medium of instruction.

Objective:

This policy has been created with the primary goal of assessing the learning capacity of the students and providing them with the necessary guidance. Some of the objectives are:

- To identify advanced and slow learners in the class
- To identify the factors affecting the student's performance
- To develop strategies and implementations to benefit and nurture both the advanced and slow learners

- To guide the slow learners in manners that will boost their confidence so that their skills may be enhanced in the learning process
- To bridge the gap between the slow and advanced learners
- To further encourage the advanced learners to excel not only in their studies but also in co-curricular activities
- To improve the performance of both slow and advanced learners to enable them to build successful careers

Policy for identification of slow and advanced learners:

Students must be assessed on the basis of their performance for each subject separately for one academic year (odd and even semester). They are assessed on the basis of their interest in chosen current subject, involvement in teaching-learning and learning pace of students.

Slow Learners:

They are identified on the basis of the following categories:

- CIE (Continuous Internal Evaluation) scores of less than 50%
- Less than 50% marks obtained by student in the preceding Board/ University Examination (especially for first semester students)
- Lack of motivation and interest resulting in not submitting assignments and not writing tests
- Low capacity to comprehend core concepts and their application

Advanced Learners:

They are identified on the basis of the following categories:

- CIE (Continuous Internal Evaluation) scores higher than 70%
- More than 70% marks obtained by student in the preceding Board/ University examination
- Quick response and self-motivation
- High capacity to understand core concepts and apply them in real world situations

Strategies and activities undertaken for tackling slow learners:

The following policies are adopted after identifying the slow learners:

1. Remedial classes are added to the time table for extra classes. Teachers conduct revision sessions with problem solving exercises and provide additional study materials to the students. Teachers give assignments and help them solve university question papers.
2. Workshops/seminars/guidance programmes are organized for enhancement of communication skills as well as development of reading-learning skills of students.
3. Counselling is given to the students through mentoring to bridge the knowledge gap and enable them to manage themselves. Teacher mentors are allotted a small group of 20 student mentees so that mentors can dedicate more time to their mentees. Mentoring schedule is included as part of the timetable as an undertaking of the Mentoring Programme Committee (MPC).


Strategies and activities undertaken for tackling advanced learners:

1. Advanced learners are assigned advanced assignments that will enable them to secure top-tier marks.
2. They are encouraged to participate and present papers in seminars and professional events under the guidance of their teachers.
3. They are guided to crack competitive examinations and career awareness is given for better career growth by Career Counselling and Placement Cell (CC&PC).
4. They are stimulated to engage themselves in projects beyond the curriculum to nurture their skills.
5. Programmes and activities are organized by concern cells/ committees and department under IQAC to nurture the critical thinking abilities of students.

Outcomes Assessment:

Action taken report showing the improvement in performance of slow learners and advanced learners are submitted by each department and concern cells/committee after the declaration of end semester examination results. The following documents are submitted to the IQAC Coordinator:

- Marksheet of end semester examination.
- List of slow learners and attendance record.
- List of advanced learners and attendance record.
- Action taken report for the improvement of slow learners.
- Action taken report for the improvement of advanced learners.


(REBECCA KHIANGTE)
Coordinator, IQAC


(Prof. JV. NUNCHUNGA)
Principal/Chairman, IQAC

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Copy to:

1. Principal, Government J. Thankima College for information.
2. All HoDs for information and necessary actions.
3. Chairman/Secretary, EIPC, CCC, MPC, RMCC for information and necessary actions.
4. Guard File.


(REBECCA KHIANGTE)
Coordinator, IQAC