

ORIENTAL COLLEGE (AUTONOMOUS) TAKYEL, IMPHAL

POLICY DOCUMENT FOR SLOW AND ADVANCED LEARNERS

Introduction

Oriental College as an institution has taken great care to avoid categorizing students as one particular type of learner or causing any psychological divisions in them. However, it is also aware of the different scholastic capability and intelligence of the students. And based on the vision-mission of the college, the institution has felt the need to adopt a composite mechanism of resolving problems of “Slow and Advanced Learners” as a general guideline to all teachers to enhance institutional objectives and also to provide maximum learning values to all students as specified in the curriculum. So, the College has resolved to frame a policy document of “Slow and Advanced Learners” to provide equal opportunity and benefit to each and every student of the College.

Objectives of the Policy

- a) To enhance achievement of the learning outcomes as designed by the curriculum and syllabus of the institution.
- b) To enable every student enrolled in an academic programme to get learning support from the teachers and facilities of the institution through formal and informal interactions.
- c) To ensure maximum reduction of students’ differences in the knowledge level or learning ability as reflected at the time of first entry and during the course of learning.
- d) To provide a general guideline for all functionaries of teaching-learning process of the college.

Definition of Slow and Advanced Learner

As generally conceptualized, and also as given in the glossary of NAAC, the college uses the terms as follows-

- a) **Slow Learners:** Those students enrolled in the college who perform below the average students. Most often slow learners need extra help outside the classroom.
- b) **Advanced Learners:** Those students enrolled in the college who perform better than the average students in the class.

Identification of Learning Ability levels as Slow and Advanced

- **Identification at the first class**

After Induction Programme of an academic programme, students are directed to Departmental classes. The concerned teachers shall perform an orientation session of the course to be pursued before starting syllabus. In this session, the teachers will assess the students through subjective assessment such as interaction, group-discussion, quiz, question-answer sessions etc. and

objective assessment such as short written tests. Based on these assessments, the teachers shall organise short bridge-courses for improvement of the slow learners with the objective of imparting equal learning ability.

- **Identification during the course classes**

In the course of syllabus delivery, teachers perform various assessments of students' learning levels following the Departmental programme of continuous internal assessment notified at the commencement of classes. The components of the assessment are Unit/Periodical Test, Home Assignment, Project, Seminar, Quiz and Group Discussion. On the basis of these tests and assignments, teachers draw up lists of slow and advanced learners.

- **Summative Assessment**

Identification of student learning level through summative assessment is also used for taking up measures for enhancement of learning outcomes of the students.

- **Other Assessments for Slow, Advanced and Average Learners**

- Performance in the admission and qualifying examination
- Diagnostic evaluation/test which helps in detection of the learning difficulties or gaps in student's understanding and identifying student's strengths, weaknesses, skills, etc.
- Classroom interaction and attendance of the students
- Participation in extra and co-curricular activities organised by the college

Institutional Strategy for Slow Learners

Separate strategies shall be adopted for improving slow learners. The following measures shall be adopted by the teachers:

- Remedial/Extra Classes:** The Head of Departments should notify programmes for conducting remedial/ extra classes as identified by the respective teachers of the Department. At the end of the programmes the teachers shall re-assess the performance and improvement of the students who are provided the remedial classes.
- Supplementary/additional test/assignments:** Teachers shall arrange supplementary assignment/test for those slow learners after appraising their weaknesses and providing appropriate guidance.
- Guidance for choosing the right study materials and providing self-learning materials:** Teachers shall try to understand the specific weaknesses of the students through interaction and counselling. After the detection of the weak areas of the students, the teachers will provide specific study materials and self-learning materials to improve their weak areas.
- Workshop, Seminar, Quiz and Group Discussion:** The College or the Departments shall organize special workshops, seminars, quizzes, group discussions etc. for inculcating soft skills and communication skills

- e) **Mentoring by Teachers:** The teachers of the departments should also conduct counselling and mentoring sessions from time to time to provide support, guidance and advice to the students.

Institutional Strategy for Advanced Learners


The college takes up strategies for maximum improvement of advanced learners through the following supportive measures:

- a) The Departments shall provide tutorials for advanced learners in the class routine at least once in a week.
- b) Career counselling sessions especially designed for advanced learners shall be arranged by the Departments so that they can confidently face various competitive examinations in both public and private sectors.
- c) Advanced learners shall be motivated to participate in relevant Conferences, Seminars, Webinars and Competitions organized by competent institutions in the state, national and international levels.
- d) Advanced learners shall be encouraged and provided guidance for taking up projects, internships, vocational courses in both offline and online mode.
- e) Advanced learners shall be suggested and provided more advanced books/study materials and also given free access to all the learning resources available in the college.

Provision for Amendment/ Improvement

The policy document for slow and advanced learners shall have provisions for further improvement/ amendment based on changing educational scenarios, pedagogy and exigency after due resolutions of the relevant committee and approval of the Academic Council of the College.




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