



Issue Date: 30 <sup>th</sup> June 2020	Issue No: 1
Revision date:	Revision No:
Prepared by: Quality Cell	Approved by: Management
Policy No: BES/AM/Policy on special measures for advanced and slow learners/01	

### Policy on special Programs for advance and slow learners

**Purpose:**

To identify advance and slow learners as per criteria's defined from time to time and to address their needs by taking special measures

**Scope:**

All students studying in the Institute

**Responsibility:**

Principal & Faculties

**Policy:**

**FOR SLOW LEARNERS**

To provide development of slow learner's students institute gave special emphasis on intellectual, psychosocial and spiritual aspects. Institution undertakes effort to conduct remedial classes, counselling, soft skill seminar and information is given to parents.

- Repeat each learning point more than you normally would. Slow learners need to hear information a few times more than other students in order to understand it.
- Keep the other students interested by asking them questions and having them answer. Echo back their answers and explain how they relate to the point you are trying to teach.
- With older classes, you can reinforce learning points by leading discussions that encourage students to repeat the learning points. Ask questions about the subject matter, and ask students to explain their reasoning when they answer you.
- Use audio and visual aids. Slow learners may struggle with basic skills such as reading, so movies, pictures, and audio can help them learn things that they would not pick up from reading alone. Use various media to repeat the information you want them to learn.
- Guide students to the main points of lessons and tests. Slow learners may struggle to identify the main points of a lesson or a test, and may be overwhelmed by supplementary information. When teaching, make sure to identify and emphasize the learning points. Don't overwhelm your slow learners by moving on too quickly or asking them to learn many details beyond the main points
- Teach reading skills. Slow learners may struggle to read "automatically," the way their peers do. To help them catch up, teach reading skills to your whole class, or to a small group of slow-readers while other students work on supplementary projects
- Encourage struggling readers to follow the words with their finger across the page as they read.
- Teach students to recognize phonemes and to sound-out unfamiliar words.
- Help your students with reading comprehension by training them to ask questions, such as "How does this character feel?" "Why did the characters make this decision?" "What could happen next?"

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Few tools to implement the aforementioned methodologies are (The instructors must always find innovative ways apart from these suggested tools):

- Counselling & feedback for motivation
- Remedial Classes
- Re-Test
- Extra duty hours
- Extra demo classes
- Re- Assignments
- Penalty ( in few cases)


#### FOR ADVANCE LEARNERS

For the advance learner institute promoted students for visits, outside programme and co-curriculum activities.

- Advanced learners need many things, which the instructors must be able to support them with:
- They need acceleration so that they can progress through the curriculum at their learning pace, which is significantly faster than those at their grade level.
- They need at least some creative experiences so that they can experiment, invent, and apply what they've learned.
- They need materials with which to work their ideas and explore new lines of inquiry. Many also need sensitive handling, as they may feel socially isolated because of their passion for learning. These are a great many demands, particularly for teachers already pressed for time and resources.
- Advance learning students need more than they can provide. Teachers must do this to some extent—by finding areas in their curriculum where they can increase the level of difficulty for more advanced learners.
- Arrange for students with particular gifts to study a subject in a higher grade, or locate parent-mentors willing to work with students on independent study projects related to the curriculum.
- High-ability learners need different kinds and levels of source materials that allow them to expand their imagination and hunger for knowledge. When assisting them, teachers must consider the range of material resources in their rooms and how well they provide for advanced students. Human resources are equally important. Teachers, parents, community members, artists, scientists, writers, and others can offer enrichment, project ideas, guidance, and practical assistance in the classroom, all of which benefit advanced students.

Few tools to implement the aforementioned methodologies are (The instructors must always find innovative ways apart from these suggested tools):

- Opportunities for enhanced participation as appreciation
- Additional Industrial trips
- Additional Field Visit

  
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