



POST GRADUATE GOVERNMENT COLLEGE

SECTOR -46, CHANDIGARH

(Co-educational, Affiliated to Panjab University, Chandigarh)

Phone: 0172-2678022 | E-mail: gc46chandigarh@gmail.com |

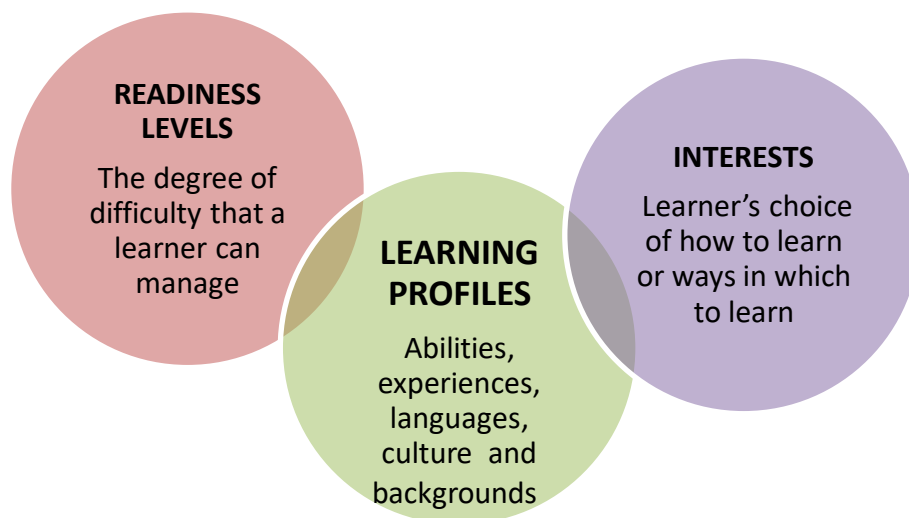
Website: www.pggc46.ac.in

PLAN AND POLICY DOCUMENT ON ADVANCED LEARNERS AND SLOW LEARNERS

The college offers Graduation and Post-Graduation to the students from the rural as well as urban backgrounds in Chandigarh. As education is fundamental right, the institution practices significant strategies and scientific techniques to benefit both the advanced learners and slow learners in the college. **Advanced Learners** are those students who are ahead on the learning curve and are identified based on the performance in class room, mid-sem exam and end-sem exam. They are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. These students are in a great extend gifted and talented than the others in the class. **Slow learners** are those who find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration. They lag behind with the academic life. They may fail in exams or will score only poor grades. They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process. This classification is not from a standard psychological parameter but in a general sense in academic environment.

CLASSROOM SITUATION

The classrooms typically a mixture of varied ability groups of students with diverse levels of aptitudes, interests, learning styles, grasps and levels of intelligence eventually posing challenges for the teachers. Some students are quick at grasping facts while others may have dissimilar worldviews and values amounting to a wide variety of experiences and manifold styles of learning. All such disparities may create a gap in the learning outcomes and affect the overall performance of the class. The approach of implementing a uniform curriculum delivery method may not be suitable for all students.



CRITERIA FOR CLASSIFYING STUDENTS

To address this issue effectively, teachers must employ various strategies that cater to the diverse needs and abilities of their students. It is crucial that teachers recognize the unique learning styles and preferences of their pupils, and tailor their teaching methods accordingly as the 'one-size fits all' approach may not work successfully in all cases. Creating an inclusive and supportive learning environment can promote academic growth and success for all students. Students who consistently score below 50% during class tests, mid-semester tests, and end-semester tests are indeed slow learners. Conversely, those who score above 70% during these tests are considered as proficient or advanced learners and can cap opportunities for more independent learning. This classification is crucial in determining the level of academic support required to help these students reach their full potential.

POSSIBLE STRATEGIES

- The college is highly conscious of its students' scholastic abilities. However, it makes every possible effort not to create any psychological division or label them as a particular type of learners.
- The teacher starts by conducting pre-assessments to gauge the readiness and skill level of the students. Subsequently, the teacher adjusts the content, teaching methods, and expected outcomes to cater to each student's unique learning needs and style.
- Incorporating various methods of teaching, including audio-visual aids to accommodate diverse learning styles and individual preferences.
- Providing differentiated instruction by adjusting the level of difficulty, complexity, or pace of tasks and activities based on students' readiness and interests.
- Students can work together and learn from one another by forming flexible groups based on their prior knowledge, skills, or goals. These groups can be either homogeneous or heterogeneous.
- Supporting student learning by providing regular feedback, which can include positive reinforcement, motivational encouragement, constructive critique, and helpful direction. This approach helps students to stay on track, recognize their strengths, identify areas for improvement, and ultimately achieve their educational goals.
- Providing extra assistance to students who require more help or practice by offering remedial classes, peer tutoring or online resources.

STRATEGIES FOR ADVANCED LEARNERS

- Project Work in the place of class quizzes
- Extended Library Use
- Engagement in Peer Teaching
- Tutoring slow learners
- Academic recognition such as membership in Boards of Studies, Annual Feedback Sessions
- Writing Assignments on more Challenging Topics

STRATEGIES FOR SLOW LEARNERS

- Compensatory teaching
- Remedial teaching
- Developing self-learning materials (SLM)
- Frequently varying instructional techniques in the classroom itself
- Providing peer tutoring by high-ability classmates
- Encouraging them to articulate orally in class & providing more chances for classroom participation
- Teaching learning skills such as note-taking, outlining, and active listening
- Mentoring by faculty mentors
- Encouraging them to spend more time reading in libraries outside the class hours
- Additional learning opportunities through online sources like YouTube, WhatsApp, etc.

By implementing these strategies, teachers can create a more inclusive and effective learning environment that respects and values the difference in understanding among the students.