



Gnanamani College of Technology

(AUTONOMOUS)

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GCTPD#08

POLICY ON ADVANCED AND SLOW LEARNERS

Through this policy, the College affirms its commitment to providing vital facilitation and support for all students. We aim to empower **Advanced Learners** to become excellent achievers and assist **Slow Learners** in improving their academic performance and achieving success in both their academic and personal lives.

A) Identification of Advanced and Slow Learners

Different types of students possess varying learning attitudes and habits. Faculty members must adapt their teaching methodologies to ensure they maintain the attention of slow learners without disengaging advanced learners.

The learning levels of students are assessed to enhance academic results and placement opportunities in top MNCs. To monitor performance, the following evaluations are conducted:

1. **Daily Tests:** Defined tests are conducted daily for students across all departments from first to final year
2. **Internal Assessment Tests:** Conducted each semester to award internal marks.

Identification Criteria:

- **Advanced Learners:** Students who score **60% or above** in Internal Assessment Tests
- **Slow Learners:** Students who score **less than 60%** in Internal Assessment Tests

Additional inputs for identification include preceding examination results, class test performance, and direct classroom observation by the subject teacher

B. Advanced Learners

The term "Advanced Learner" refers to students who engage in learning activities faster than their peers, achieve high scores, and demonstrate the potential for significant life achievements. These students are capable of taking on higher-level academic responsibilities.

Methodology to Encourage Advanced Learners:

- **Active Participation:** Encouraged to organize and participate in symposia, workshops, conferences, and seminars to broaden their knowledge
- **Career Preparation:** Provided with constant motivation to prepare for placements, competitive exams, and entrepreneurship
- **Academic Excellence:** Guided specifically toward achieving University Ranks

Impact Analysis:

- Increased confidence levels for participating in National and International conferences and project presentations
- Successful placement in reputable companies or transitions into entrepreneurship
- Higher scores in competitive and University examinations

B. Slow Learners

Slow learners are students who may lag behind academically, risk failing exams, or consistently score low grades. They may find it difficult to comprehend lessons or struggle with retention, reproduction, and integration of information.

Methodology to Support Slow Learners:

- **Faculty Counseling:** Subject teachers provide individual counseling to establish a close rapport, familiarize students with college practices, and monitor progress.
- **Parental Engagement:** Student performance is shared with parents to ensure better care and attention at home.
- **Remedial Coaching:** Focused discussions on important questions are conducted in dedicated remedial classes.
- **Impact Analysis:**
- Improved participation in classroom and co-curricular activities.
- Better parental support and appreciation of student progress.
- Enhanced academic performance through additional coaching.

C) Policy Guidelines for Advanced Learners

- **Skill Development:** The Training and Placement Cell designs separate modules to improve communication and technical skills
- **Departmental Clubs:** Each department forms clubs to develop core area skills. Students are encouraged to lead and participate in technical programs
- **Research & Innovation:** Students work on mini-projects guided by faculty to inculcate a research-oriented mindset
- **External Exposure:** Opportunities for industrial visits and internships are provided through department coordinators
- **Social Responsibility:** Students are motivated to join NSS, YRC, and RRC to develop a sense of social duty and support rural communities

D) Policy Guidelines for Slow Learners

- **Positive Reinforcement:** Slow learners must **not** be labeled as "poor achievers" or "problem students," as this negatively impacts motivation and increases stress
- **Regular Monitoring:** Regular parent-teacher meetings are conducted to track and improve performance
- **Examination Support:** Remedial classes focus on previous years' University question papers. Re-internal tests are conducted to help students improve their internal assessment scores
- **Mentorship:** Mentors are assigned to every **15 students** to establish a supportive relationship and provide personal motivation
- **Counseling:** Professional counseling is available in each department to help students overcome academic hurdles

Key Grammar & Style Improvements Made:

- **Corrected "Prop up":** Replaced with "support," which is more formal for an academic policy
- **Subject-Verb Agreement:** Changed "Students scored greater than..." to "Students who score..." to maintain consistent present tense
- **Terminology:** Changed "Understudies" (if used in previous versions) back to "Students" and "Ward's studies" to "Student's studies."

- **Clarity:** Refined the "Impact Analysis" sections to be bulleted lists for better readability
- **Professional Phrasing:** Changed "The slow learners are not labeled..." to a mandatory guideline: "Slow learners must not be labeled..." to strengthen the policy's tone

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