Holy Cross College, Agartala
Policy for advance and slow learners

A brief introduction to Holy Cross College, Agartala

Holy Cross College is a private English medium Catholic institution of higher learning founded on 2009. It is located at Jubatara, Lembucherra, P.O., Mohanpur Road, Agartala, West Tripura. Since its inception, the College was established as the only English medium, independent, non-profitable minority college in the state of Tripura, in its capital city of Agartala, Holy Cross College caters to the needs and education of all sections of life both national and international. The college is affiliated to the Tripura University, a Central University and has been accredited with A Grade by NAAC in the first cycle and now accredited with A+ Grade by NAAC in the second cycle recently. Holy Cross College is the only college in the state of Tripura which is accredited with A+ Grade by NAAC.

The college has a well-organized structure through which work is delegated by an intrinsic network of good communication and dedication. At present, college have good number of capable and dedicated teaching staff, office staff, transport staff, helpers along with good number of students. The college offers undergraduate courses in major/minor in around 10 departments along with a teacher education department. The College is also applied for some other UG courses that will be introduced soon. In the academic year of 2022, the College has started PG courses in English and Political Sciences and applied for some other departments for the same. Add on courses are also offered in a few important areas which is basically aimed at empowering the students to gather a skill set which will help them in their job performance. A dedicated group of faculty members and students work closely in academics along with all other area of work like community service including an adopted village through NSS, NCC. A full-fledged library is upgraded regularly by the librarian in consultation with the faculty members to build a strong curriculum center which helps the students to locate, access and use the information enrich their knowledge. A lot of other facility like transport, hostel, well maintained canteen, campus adorned with trees to develop a green ecosystem, garbage bins placed at strategic points, proper waste management techniques, supply of cool safe drinking water and lift services are available for students, faculty members and staffs.

The college always give priority to improve and increase the learning capacity of students by motivating the faculty to adopt innovative teaching-learning concept essentially focusing on a combination of traditional and modern teaching approaches such as use of audio-visual aids like power point presentations, videos, infographics, and other such mind mapping tools that not only help increasing the attention span of students but also make it very easy to understand the concept in a better way. Classroom teaching is enriched with active engagement and participation of students, enabling the teacher to deal with mixed levels of students and student difficulties in a better way. Introducing real world experiences through industrial visits, field trips (industry/ museum/ hospital etc.), interaction with experts and scholars etc. that enable students relate better to the topic/course.

Despite of using latest innovative teaching-learning tools and techniques, Holy Cross College recognizes that the learning interest and pace of every student is different (mixed of advanced learners, normal learner and slow learners) and special plans/strategies are adopted to deliver learner centric teaching-learning methods.

Definition of Advanced and Slow Learners

Advanced learners are the students who often referred to as a gifted or high-achieving learners, they have a high level of aptitude or proficiency in different areas of study or skills compared to their same age or grade level. These learners typically grasp complex concepts quickly, exhibit critical thinking skills and remain engaged with their intellectual development.

Slow learners on the other hand, are mostly lagging behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium.

Preamble

The primary goal of creation of this policy is to assess the learning capacity of the students and
provide them guidance accordingly. Specific objectives are enlisted as under:
- Identification of the slow learners and advanced learners in the class.
- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners.
- To boost up the confidence of slow learners and to minimize the barriers and help them out for enhancing their skills in respect of learning processes.

- To encourage the advanced learners to be excellent achievers.
- To bridge the gap between slow and advanced learners.

In this section, detailed description of the strategies adopted for the identification of slow learner and advanced learner and appropriate guidance measures are highlighted.

Policy for identification of slow and advanced learners

Just after the admission, the students are assessed based on their performance in class test in form of Learner's Aptitude Test, classroom interactions, brainstorming sessions, preceding examination, interest in chosen current subject, involvement in classroom teaching-learning and learning pace of students.

Identification criteria for Slow Learners:
- Class Test Scores: Less than 50 %.
- Lack of motivation and interest.
- Limited self-direction.
- Lagging behind in dealing with higher order problems.
- Low capacity to comprehend core concepts and their applications.

Identification criteria for Advanced Learners:
- Class Test Scores: Higher than 70 %.
- Self-motivated.
- High Grasping Capacity.
- Quick Response.
- Multi-talented.
- High potential to deal with higher order problems.
- High capacity to comprehend core concepts and apply them in real world situations.

Strategies undertaken for tackling slow and advanced learners.

Slow Learners:

After identification of slow learners, the departments follow the policies as mentioned bellow:

1. **Remedial Classes** are conducted for the identified slow learners, as required. During these classes, teachers may to engage the students in problem solving exercise, provide additional study materials and notes, direct their creative energies towards concept clarification to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled.

   The mandates of remedial classes would be:

- Provision for simplified but standard lecture notes/course material (Providing handwritten notes for easy understanding).
- Giving additional learning materials like question bank, university question papers etc.
- Revision of topics and practical.

2. **Organize workshops/seminars/guidance programmes** for enhancing their knowledge, communication skills and art of reading-learning.
3. **Guidance through mentor-mentee scheme:** Mentoring and connecting with faculty members, set up a healthy relationship between the students and the faculty.
4. **Conducting activities to enhance their critical and problem-solving skills, orienting them to think.**

Advanced Leaners:

After identification of the advanced learners, the departments follow the policies as mentioned below:

1. Advanced assignments or tasks are assigned to advanced learners.
2. Guidance to crack competitive examinations and orient them for better career planning and growth may be provided.
3. Stimulating the research aptitude by giving them an opportunity to pursue internship/acquire hands on training on projects beyond the curriculum.
4. Inspire them to get engaged in certificate/value added courses to nurture their skills through various platforms available, for example, SWAYAM, NPTEL, Coursera etc.
5. Motivate them to participate in group discussions, debates, elocution, quiz to develop analytical and problem-solving abilities.
6. Organize activities to polish their critical thinking abilities.

Assessment of Learner's improvement:

Each individual department would require preparing a report just after university result declaration of current semester which shows the improvement in performance of slow learners and development of advanced learners.

Following documents would be required to be maintained:

• List of slow learners.
• List of Advanced Learners.
• Report of performance improvement for slow learners and advanced learners.
• Attendance record for session conducted for slow learners.

Steps taken to develop research attitude amongst all level of learners.

Activities being undertaken at the research centre for undergraduate students:
- Internship programmes/ Summer-Winter Training.
- Value added courses with strong research component for undergraduate students.

Anticipated Outcomes

It is expected from the policy framed for the advanced and slow learners that there will be an overall improvement in university results, increase in percentage of marks of students who are able to plan their careers effectively and ultimately contribute towards the betterment of the nation.

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N.B. All the recommendation and corrections made by Reviewer are compiled together in this report.

Approved by,

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