



REMEDIAL POLICY

Al Jamia arts and science college, Perinthalmanna always strives for the holistic development of every student across all areas of study. Consequently, the college has implemented numerous remedial policies to enhance the well-being of its students. The Slow Learners and Advanced Learners program is a remedial initiative designed to assist teachers and students in identifying those who require additional learning support. Through this policy, Al Jamia arts and science college commits to providing essential support and assistance to advanced learners, enabling them to excel academically and personally. It also aims to enhance the performance and achievements of students who may be slower learners. The policy encourages teaching departments to develop effective strategies and employ scientific methodologies that benefit advanced learners, slow learners, and average performers at Al Jamia arts and science college.

OBJECTIVES OF REMEDIAL COACHING

- ❖ To enhance students' academic skills and linguistic proficiency in various subjects.
- ❖ To elevate students' understanding of fundamental subjects, thereby establishing a solid groundwork for future academic endeavours.
- ❖ To strengthen students' knowledge, skills, and attitudes in subjects that involve quantitative and qualitative techniques, as well as laboratory activities.

BRIDGE COURSES

A Student Induction Program is conducted at the beginning of each academic year by the institution and at the departmental level. This program aims to familiarize students with the new environment and prepare them for their new roles. Based on the Student Induction Program, each department organizes bridge courses for all students to address the gaps they encounter in the new learning environment. The objective of conducting bridge courses is not only to bridge the gap between previously studied subjects and the subjects to be studied in the first year but also to clarify and review the fundamental concepts of topics, whether they belong to the previous course or the new course. These courses should incorporate a summative evaluation system that helps assess students' various learning levels and skill acquisition.

METHODOLOGY TO IMPLEMENT BRIDGE COURSES

At the beginning of each academic year, the Principal organizes a staff meeting where he provides guidelines to the staff regarding various academic activities to be carried out throughout the session. One of these activities is the implementation of the bridge course at the start of the session. As a tentative timetable is announced at the beginning of the session, the Head of Department (HOD) in each department holds a meeting with their faculty members to determine the strategy for implementing the bridge course.

❖ Bridge courses are typically conducted during the months of July and August. Usually, 15 classes are allocated for the bridge course. However, the faculty may extend the number of classes as needed.

❖ In the timetable, classes for bridge courses are scheduled to take place during college hour.

❖ The Head of Department (HOD) of each department explains the code of conduct for the students and shares information about the future opportunities associated with the program.

❖ During the bridge course, each faculty identifies the strength, weakness, learning level and area of interest of students.

ADVANCED LEARNERS

The term "advanced learner" refers to students who demonstrate the ability to engage in learning activities at a faster pace compared to their peers. They consistently achieve high scores and notable accomplishments in their academic and personal lives. Advanced learners possess exceptional skills in comprehension, retention, memory, critical thinking, creativity, and contextualization. They often exhibit diligent work ethic and outperform the majority of their classmates. These students are considered gifted and talented, showcasing higher potential. They are capable of undertaking higher-level learning and academic responsibilities, contributing innovative concepts, strategies, and assuming leadership roles in teaching and learning activities.

POLICY GUIDELINES FOR ADVANCED LEARNERS

❖ Advanced learners are encouraged to pursue higher goals and are provided with additional support. They receive extra inputs and guidance to enhance their career planning and growth, including special coaching for higher-level competitive examinations.

❖ Special scholarships are awarded to advanced learners at the entry level to support and showcase their ideas.

❖ The students are encouraged to participate in value-added courses and content beyond the syllabus programs.

❖ They are encouraged to provide support to average and slow learners.

❖ Meritorious students are annually honoured with cash prizes and certificates through the Academic Excellence Award. These awards are presented by distinguished individuals as a recognition of their outstanding academic achievements.

SLOW LEARNERS

Slow learners often struggle with academic performance and fall behind their peers. They may experience difficulties in comprehending, retaining, reproducing, and integrating lessons. Articulation and critical thinking may pose challenges for them. Additionally, their motivation levels may be low, making it difficult for them to engage with the teaching and learning process. As a result, they may face the risk of dropping out or failing in the program. It's important to note that poor performance does not necessarily reflect a lack of capacity or talent. Instead, it can be attributed to factors such as ineffective teaching methods, challenging family circumstances, insufficient support and motivation, unproductive learning practices, or difficulties in communicating in an unfamiliar language.

METHODS OF ASSESSMENT

Different assessment mechanisms can be utilized to determine the learning levels of students. The merit obtained in qualifying examinations and the performance during the initial stages of the program, including bridge programs and orientations, can be assessed qualitatively to gauge their achievements upon admission. This assessment serves as a benchmark for the students. Subsequently, their progress can be continuously evaluated through examination results at various levels and stages, as well as their participation in extracurricular and cocurricular activities throughout the program. A comparison with the previous semester can be made to assess the students' growth and level of achievement, allowing for appropriate interventions to be implemented.

POLICY GUIDELINES FOR SLOW LEARNERS

- ❖ The slow learners are not labelled as poor achievers or problem students in the class or department in order to avoid negatively impacting their motivation and interest.
- ❖ They shall be treated like any other student in the class, but they may be offered additional classes to support their improvement and achievements.
- ❖ The department and individual teachers provide proper guidance and support to the slow learners to help them in their academic progress.
- ❖ Organize bridge classes and remedial programmes for them.
- ❖ Conduct extra classes for difficult subjects.
- ❖ The students are given training on communication skills, personality development, and time management.
- ❖ Special coaching sessions or tutorial sessions are designed to bridge the gap between the slow learners and advanced learners.
- ❖ Bilingual explanations and discussions are provided to the slow learners after class hours to enhance their understanding.

❖ Advanced learners are encouraged to support slow learners in making their learning process more engaging and enjoyable.

❖ Peer education strategies are effectively employed for slow learners.

❖ Additional evaluation methods such as open book exams and home assignments are implemented specifically for slow learners in addition to regular internal class tests and examinations. Teachers are advised to utilize experiential, participatory, and problem-solving methods for effectively imparting knowledge and skills. Proper registers need to be maintained for all programs offered to advanced learners, slow learners, and bridge courses.





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