



DAYANANDA SAGAR COLLEGE OF ARTS, SCIENCE & COMMERCE

Affiliated to Bangalore University



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Institutional Policy for Supporting Slow Learners

Dayananda Sagar College of Arts, Science and Commerce believes in providing an inclusive and supportive learning environment that caters to the diverse needs of all students, including those who may require additional support due to varying learning paces or styles. Our institutional policy for supporting slow learners is designed to ensure that every student receives the necessary resources, encouragement, and opportunities to thrive academically and personally.

1. Early Identification and Assessment:

We prioritize early identification and assessment of students who may require additional support due to slow learning. This process involves regular screenings, assessments, observations, and consultations with teachers, parents, and counselors to identify students who may be struggling academically.

2. Differentiated Instruction:

Our educators are trained to implement differentiated instruction strategies that accommodate diverse learning styles, preferences, and abilities. Lessons are designed to provide multiple pathways to learning, allowing slow learners to engage with content at a pace and level that suits their individual needs. Teachers use a variety of instructional methods, materials, assessments, and activities to address the diverse learning needs of all students in the classroom.

4. Remedial Classes and Support Services:

Remedial classes and support services outside of regular classroom hours to provide additional instruction, practice, and reinforcement in areas where slow learners may require extra assistance. These sessions are conducted by qualified educators and may include one-on-one tutoring, small-group instruction, or specialized intervention programs focused on building foundational skills, filling learning gaps, and improving academic performance.

5. Assistive Technologies and Resources:

Provide access to assistive technologies and resources that facilitate learning and accommodate diverse needs. These may include audio-visual aids, modified learning materials, designed to enhance comprehension, communication, and participation in classroom activities. Additionally, to ensure that classrooms and learning environments are physically accessible and conducive to the needs of slow learners.

6. Counseling and Emotional Support:

Institution counseling services are available to provide emotional support, encouragement, and guidance to slow learners facing academic challenges or experiencing feelings of frustration, anxiety, or low self-esteem. Counselors work collaboratively with students, parents, and teachers to address underlying emotional and

psychological issues that may impact learning and develop coping strategies for academic success. Counseling sessions may focus on building self-confidence, resilience, motivation, and effective study skills.

7. Continuous Monitoring and Progress Tracking:

We believe in the importance of continuous monitoring and progress tracking to ensure that interventions are effective and students are making meaningful academic gains. Teachers regularly assess student progress using a variety of formative and summative assessment measures, adjust instructional strategies as needed, and provide ongoing feedback to students and parents regarding their achievements and areas for improvement.



IQAC Coordinator

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