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Policy for slow and advanced learners

The Concept

A) Advanced Learners the term advanced learner in this policy refers to the students who can engage learning activities faster than the other students in the class and achieve high scores and make significant achievements in their life. They are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviors and usually achieve more than the majority of the classmates. These students are in a great extend gifted and talented than the others in the class. These students can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

B) Slow Learners The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration. 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 and can drop out or fail in the programme. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language.

C) Methods of assessment the students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations, Competitive entrance examinations, and the performance in the initial stage of the programme including the bridge porogramme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the University. This level can be set as the benchmark of the student. Subsequently they can be assessed continuously through the examination results at various levels and stages, their performances in the extra - curricular and co - curricular activities throughout the programme. The assessment procedure can be a statistical process of making the three levels like High, Average and Low on the basis of the central tendencies (mean plus and minus Standard deviations). The change of the students and the levels achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

Introduction: Within the classrooms faculty have to deal with different types of students; some are very intelligent who learn very fast and some are quite weak who learn very slowly. Thereforeit is required to determine the abilities of the students in the class. Based on the abilitydetermined, some students need only guidance and some students need a hard work andregular attention. On the basis of their preceding exam performance, current subject performance and classobservation, learning speed students can be classified in two groups; advanced learnersand slow learners. Each type of students has different learning attitudes and learninghabits. A faculty has to adapt a teaching methodology such that he/she may not lose theattention of the slow learners and turn off the advanced learners. The purpose of assessment of the learning levels of the students and conduction ofactivities for them is Identification of the slow learners and advanced learners in the class. To ensure that slow learners and advanced learners are taken care as per theirneeds, to help them out for improvement in their academics. Slow learner and advanced learners would be identified for each subjectseparately by respective subject teacher for all the semesters. Process to identify of slow learners and advanced learners would be conductedimmediately after declaration of preceding semester exam result or afterone month of teaching in case of First Year (SEM I).

Every subject teacher should conduct class test / online objective type test of theirsubject on syllabus covered till date or on first unit of 20 marks and duration ofone hour to identify slow learners and advanced learners slow and advanced learners are identified based on following parameters and theirweightage.

The student securing marks below 40% would be identified as Slow Learners andthe student securing marks above 70 % would be identified as Advanced Learners. After that separate list are prepared for both type of learners for further monitoringand conduction of problem solving sessions /revision sessions for them.

Slow Learners Policy

- Remedial Course for slow learners, absentees and students involved in sports activities. Helps slow learners to improve subject knowledge with the result of catching up with their peers.
- Group formation of Slow learners and activities there by under the monitoring by advanced learners
- Bridge Course for first year students.
- Personal Counseling
- Orientation and Induction Program at College and departmental level for freshers.
- Provision of simple and easy notes and course material.
- To provide need based facilities in departments and library to slow learners.
- Teacher Guardian Schemes/ Mentor Mentee.
- Arrangement of Guest lectures.

Advanced Learners Policy

- Support system for advanced learners.
- Motivation to participate in interactive activities like debates, group discussion on and out of the syllabi contents and participation in various cultural, extra-curricular and research competitions in and out of the college.
- To provide need based facility in departments and library to advanced learners.
- Personal Counseling as and when the students turn up for the guidance.

- Arrangement of Guest lectures.
- Meritorious students are felicitated every year with cash prizes and certificate at the hands of distinguished persons in Academic Excellence Award.
- Students enrolled into SWAYAM Courses.
- Students are engaged in ICT enabled teaching learning and LMS with considerable responses.

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