



TARANATH SHIKSHANA SAMSTHE'S

SOMA SUBHADRAMMA RAMANGOUD ARTS & COMMERCE COLLEGE FOR WOMEN

Station Road, Raichur - 584101

(Affiliated to Karnataka State Akkamahadevi Women University, Vijayapura)
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2.3.1 Policy on Slow Learners and Advance Learners



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POLICY ON ADVANCED AND SLOW LEARNERS



POLICY ON ADVANCED AND SLOW LEARNERS

This policy paper is recognized as the "Policy on Advanced and Slow Learners" of the S.S.R.G. Women's College, Raichur. Through this policy the University pronounces its assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life. The policy also persuades the teaching Departments to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the college education system without forgetting the average performers.

1. INTRODUCTION

The S.S.R.G. Women's College is an academic institution for higher level of knowledge generation and dissemination through effective research and teaching programmes. It is established in the name of great Taranath Shikshana Samsthe's, Raichur and is spread through the complete district of Raichur with its regional campuses. The college is offering graduation to the students from the rural as well as urban backgrounds in Raichur. Majority of the students are from the rural background and also represents the middle or lower middle class social environment. The College is a complete aided government-funded by State University and therefore caters to the needs of the students from the minority communities as well. The admission to all the programmes are through comprehensive and competitive admission tests and students can get admitted to any programmes from any discipline. The ultimate aim of the programmes in the college is to make all students admitted in the University equipped and competent to face the challenges of the life and contribute to the social development through the critical reflection and academic achievements. This is possible through the process of making the academics more exigent and competent for the advanced learners and also by supporting the slow learners to achieve more in their academics and personal life. In every academic programme there will be some students who can do really well and learn more



with the comprehension capacity, retention ability and hardworking practices. On the other side some students may find disadvantage in their learning process due to various personal or systemic reasons. In both these situations the students need special attention and interventions to make their learning activity more enriching and effective.

2. THE CONCEPTS

2.1) 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.

2.2) 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.



3. 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 programme 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.

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



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



4. POLICY GUIDELINES FOR ADVANCED LEARNERS

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.
2. Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations.
3. Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations.
4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.
5. They are given special prizes and special facilities like digital library laptops and special scholarships for making their ideas become visible.
6. Startups are offered the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.
7. The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings. They are made the supporters to the average and the slow learners.

Advanced Learners:-

- ❖ Class Test Scores: Higher than 70 %
- ❖ High Grasping Capacity
- ❖ Quick Response
- ❖ Self-motivated
- ❖ High potential to deal with higher order problems


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- ❖ High capacity to comprehend core concepts and apply them in real world situations

5. POLICY GUIDELINES FOR SLOW LEARNERS



1. The slow learners are not labelled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.
2. They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
3. The Departments and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize bridge classes and remedial programmes for them.
5. Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Slow learners are specially advised and counseled by a teacher guardian and the subject expert.
8. Corrective classes are conducted for the weaker students based on the results of class tests.
9. The students are given with training on communication skills, personality development, time management and motivational sessions.
10. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
11. Academic and personal counselling are given to the slow learners by the tutor, mentor and the counselling cell.
12. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
13. Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.



14. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
15. Peer education strategies are effectively used.
16. Encouraging the group learning activities and practical will be useful to the slow learners.
17. The support of the alumni is also effectively used to motivation and mentoring to the slow learners.

**Slow Learners:-**

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

6. STRATEGIES UNDERTAKEN FOR TACKLING SLOW AND ADVANCED LEARNERS**SLOW LEARNERS:**

After the identification of the learners, the departments following policies are adopted:- (

- a) **Remedial Classes:** conducted regularly for the identified slow learners, as per the schedule prepared. During these classes, teachers are expected to engage in problem solving exercise, provide additional study materials and notes, etc. to the students, direct their creative energies towards concept clarification so as to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled.
 - **The mandates of the remedial classes thus 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.

- b) Organize workshops/seminars/guidance programmes** for enhancement of communication skills and art of reading-learning.
- c) Guidance through mentor-mentee scheme:** Mentoring and connecting with faculty members would set up a healthy relationship between the students and the faculty. Small groups of 18 students with a faculty mentor is formed for discussions and open thinking towards the self.
- d) Conducting activities to enhance their critical and problem solving skills, orienting them to think.**



Advanced Learners:

- a) Advanced assignments or tasks would be assigned to advanced learners.
- b) Guidance to crack competitive examinations and orient them for better career planning and growth.
- c) Stimulating the research aptitude by giving them an opportunity to pursue internship/acquire hands on training on projects beyond the curriculum.
- d) Inspire them to get engaged in certificate/value added courses to nurture their skills on SWAYAM & MOOC etc.
- e) Motivate them to participate in group discussions, debates, elocution, quiz to develop analytical and problem solving abilities.
- f) Organize activities to polish their critical thinking abilities.

7. IMPROVEMENT ASSESSMENT

Each faculty would require preparing a report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.


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Following documents would be required to be maintained:-

1. Report of result of class test / unit test
2. List of Slow learners
3. List of Advanced Learners
4. Report of performance improvement for slow learners
5. Attendance record for session conducted for slow learners
6. List / Record of tasks given to advanced learners



The process of giving additional inputs to the advanced learners and the slow learners is not an effort to make the students average achievers but to make very one better achievers. Even if the students are identified as slow learners or advanced learners in the class they should not be labeled as the extra ordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented also make their goals in life achieved. The mentoring and facilitating efforts of the teachers and the university administrative system will be a great investment in achieving the best result and performance of the students.


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