



Policy for Advanced and Slow Learners

1. Purpose

The purpose of this policy is to:

- Recognize and accommodate diverse learning needs among students.
- Provide targeted interventions to support slow learners.
- Offer advanced learning opportunities for high-achieving students.
- Foster an inclusive environment where all students are encouraged to achieve their full potential.

2. Scope

This policy applies to all undergraduate and postgraduate students. It encompasses academic support services, individualized teaching strategies, and enrichment programs.

3. Identification of Slow and Advanced Learners

- **Slow Learners:**
 - Identified based on academic performance, assessment results, and feedback from faculty.
 - Students who consistently struggle with course requirements or exhibit lower-than-average academic performance may qualify for additional support.
- **Advanced Learners:**
 - Identified based on high academic achievement, faculty recommendations, and assessment results.
 - Students who demonstrate strong comprehension, leadership in class activities, or outstanding academic performance may be categorized as



advanced learners.

4. Support Measures for Slow Learners

1. Academic Counseling:

- Provide counseling sessions to understand individual challenges and offer guidance on study skills, time management, and exam preparation.
- Regular check-ins with faculty advisors to monitor progress and adjust support as needed.

2. Remedial Classes and Tutorials:

- Arrange additional classes or tutorial sessions on challenging subjects, focusing on fundamental concepts and personalized attention.
- Small-group sessions to promote active learning and address specific difficulties in subjects.

3. Peer Tutoring and Mentorship Programs:

- Pair slow learners with peers or senior students for tutoring and academic mentorship.
- Provide opportunities for collaborative learning and study groups to reinforce subject knowledge.

4. Study Resources and Learning Materials:

- Offer customized study materials, such as simplified notes, online resources, and interactive tools.
- Allow access to recorded lectures and supplementary learning modules for extra practice.

5. Continuous Assessment and Feedback:

- Conduct frequent assessments to identify progress and provide timely



feedback to guide improvement.

- Use formative assessments to monitor understanding without affecting final grades, reducing exam-related anxiety.

5. Enrichment Opportunities for Advanced Learners

1. Advanced and Honors Courses:

- Offer advanced courses, honors tracks, or specialized programs in areas of interest.
- Include opportunities for advanced learners to participate in elective classes, independent study, or projects beyond the standard curriculum.

2. Research and Project Opportunities:

- Encourage involvement in research projects, paper presentations, and publications to develop advanced academic and research skills.
- Collaborate with faculty on research initiatives or community-based projects to apply theoretical knowledge.

3. Leadership Roles and Competitions:

- Provide leadership roles within academic clubs, societies, and college events.
- Encourage participation in inter-collegiate competitions, Olympiads, hackathons, and other intellectual contests to foster skill development.

4. Skill Development and Certifications:

- Offer specialized workshops, certifications, and training sessions in areas such as coding, data analysis, public speaking, and project management.
- Partner with industry experts to provide insights and training in



cutting-edge fields.

5. Mentoring and Teaching Assistantships:

- Allow advanced learners to mentor their peers or assist faculty in teaching lower-level courses, enhancing their understanding through teaching.
 - Engage them as teaching assistants to gain experience in explaining complex topics and guiding group discussions.
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6. Monitoring and Evaluation

- **Individual Progress Tracking:**
 - Track academic progress through regular assessments and maintain detailed records of each learner's development.
 - Faculty members meet periodically to review support effectiveness and adjust strategies for both slow and advanced learners.
 - **Feedback Mechanism:**
 - Gather feedback from students about their learning experiences and the effectiveness of support programs.
 - Use feedback to refine teaching methods, curriculum, and enrichment offerings to meet evolving needs.
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7. Role of Faculty and Staff

- **Faculty Training:**
 - Train faculty on differentiated instruction, inclusive teaching strategies, and adaptive assessment methods to address diverse learning needs.
- **Mentorship and Guidance:**



- Encourage faculty to serve as mentors, providing individualized guidance and fostering a supportive environment for both slow and advanced learners.
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8. Review and Policy Revision

This policy will be reviewed annually to ensure its effectiveness and relevance. Based on feedback, outcomes, and evolving best practices, the college may make revisions to enhance support mechanisms for slow and advanced learners.

This policy supports a balanced, inclusive learning environment, ensuring that every student, regardless of their academic level, receives the guidance, encouragement, and resources needed to succeed.

Process of Identification

Within the classrooms, the 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. Advanced Learners are students who perform very much better than the class averages and slow learners are students who perform very less than the class averages (NAAC- RAF Manual, 2020). Therefore it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention. On the basis of their preceding exam performance, current subject performance and class observation, learning speed students can be classified in two groups; advanced learners and slow learners. Each type of students has different learning attitudes and learning habits. A faculty has to adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners. The purpose of assessment of the learning levels of the students and conduction of activities for them is

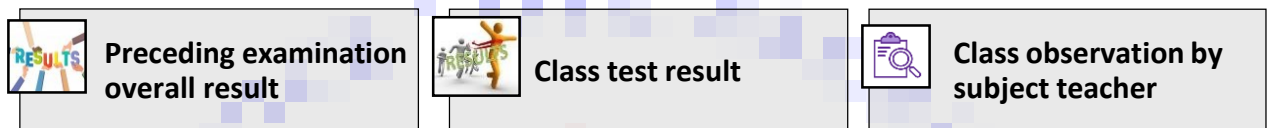
- Identification of the slow learners and advanced learners in the class*
- To ensure that slow learners and advanced learners are taken care as per their needs*



- To help them out for improvement in their academics.

This manual describes the constituent parts of the slow learner and advanced learner identification process and activates for them and includes guidance on process.

Process Input: To start identification of slow and advanced learner process following inputs is needed



1. Initiatives for Slow learners

- Remedial Classes and special classes
- Peer Tutoring

Based on the Aptitude and skill, the slow learners are motivated to join

1. Commissioned Projects as a member
2. Entrepreneurial activities
3. Finishing School programmes
4. Development of web based applications.

2. Initiatives for Advanced learners

- Students are encouraged to participate in International and national Conferences
- Students are encouraged to participate in International and national Faculty Student Exchange Programme/Summits
- Students are encouraged to write research articles in journals and chapters in edited book and come with their own books
- Students are encouraged to take up micro projects to inculcate research orientation and promote research culture in the campus
- Students are motivated to take up challenging topics for assignments and allotted with case studies
- They are appointed as peer tutors for the peer tutoring process.
- Appointed as student coordinators in club activities, commissioned projects and other voluntary activities.



- Students are encouraged to take up competitive exams like UPSC, NET/JRF,GATE
- Toppers are felicitated with certificates, trophy and cash prizes under various awards and recognition declared by the institution
- Advanced learners who have aptitude in incubating ideas and for start-up are motivated to join Entrepreneurship Cell.
- Students are encouraged to take up the task of E- content video editing based on the interest and also Development of web based applications.




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