



P.K. R. ARTS COLLEGE FOR WOMEN
Accredited with 'A' Grade by NAAC
Autonomous Institution- Affiliated to Bharathiar University
Approved by AICTE, New Delhi
Gobichettipalayam - 638476, Erode District, Tamilnadu

POLICY ON SLOW AND ADVANCED LEARNERS

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I. INTRODUCTION

This policy is recognized as the “Policy on Slow and Advanced Learners” of the P.K.R. Arts College for Women. Through this policy, the college articulates 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 provides guidelines to the teachers for the identification and development of strategies to benefit Slow, Advanced and Average Learners.

II. OBJECTIVES:

The objectives of the assessment process of the learning levels of the students are:

- To identify the slow learners and advanced learners in the class.
- To ensure that slow learners and advanced learners are taken care of as per their needs with continuous follow-up.
- To help them out for improvement in their academics and build a successful career.

III. CONCEPTS:

1. Slow Learners

The slow learners are the poor achievers and lag behind with the academic life. 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 because of problems in their family and may find it difficult to adjust to the teaching-learning process and can drop out or fail in the programme.

2. Advanced Learners

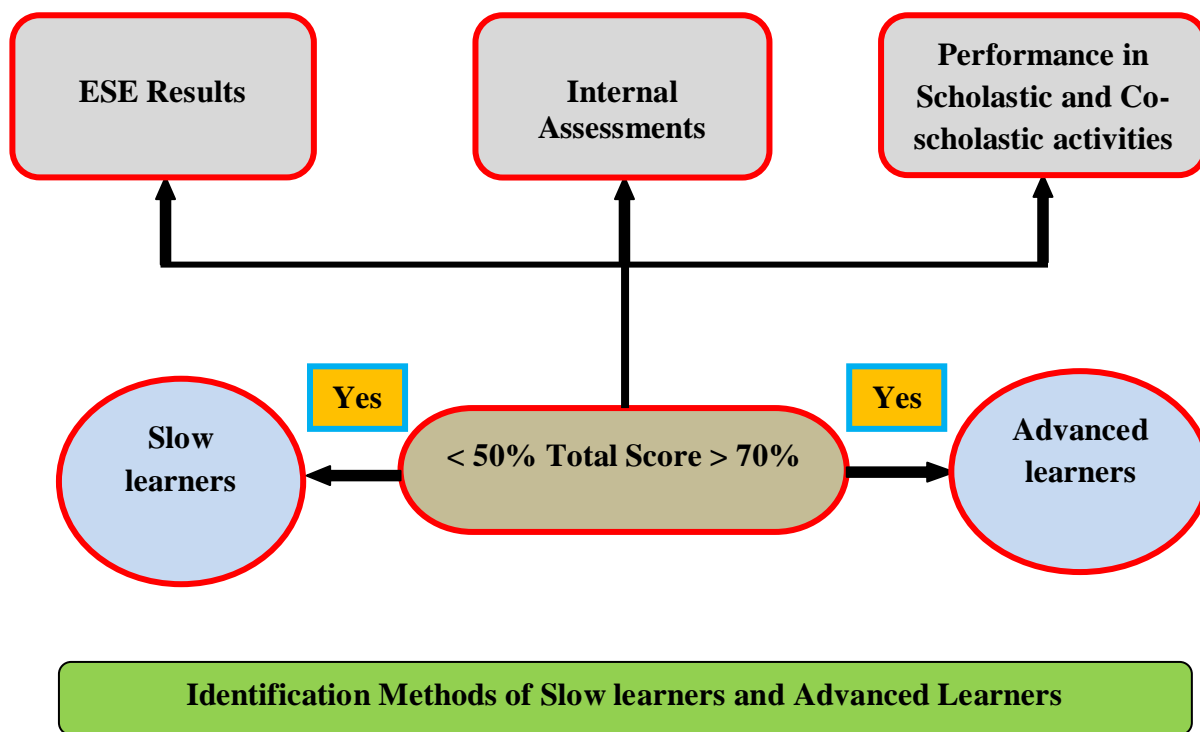
The term advanced learner in this policy refers to the students who can engage in learning activities faster than the other students and are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have smart working behaviours and 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.

IV. METHODS OF ASSESSMENT

Students enrolled with different academic, socio-economic backgrounds, skills and abilities, deficits, learning styles, needs and interests, medium of instruction etc., are assessed at different stages initially through Induction Programme, Bridge Course and later through Continuous

Internal Assessment (CIA), written/online quiz, class/online assignments, practical, composition and oral presentations. Students reveal their interests and capabilities through participation in classroom activities, association meetings, intercollegiate competitions, fine arts, sports and other curricular and co-curricular events. Based on such activities, teachers identify the potential of a particular student in performing a particular task and therefore starts tuning and moulding them in the right way. No tool can be effective in assessing the learning levels of a student better than a teacher.

Since most of the students are from Tamil medium, Bridge Course is conducted for the first-year students before the commencement of the regular programmes to make them feel at ease for further learning. The teachers in course of time are able to identify slow and fast learners through the outcomes of the aforesaid steps.



Based on the above parameters students are classified into three groups:

- ❖ If total score is < 50%; Slow Learners
- ❖ If total score is > 50%; Advanced Learners
- ❖ If total score is $\geq 50\%$ and $\leq 70\%$; Average Learners

All the above details will be provided by the concerned course instructors to the concerned Class Tutor.

Every faculty mentor maintains **Mentor's Dairy** consists of the slow and advanced learners of a particular batch with their profile, performance in Internal Assessment and End Semester

Examinations. Counselling records for all types of learners are also recorded in the mentor's diary.

The institution is very careful not to create any psychological division and label them as a particular type of learners. However, it is aware of the general scholastic abilities (intelligence) of students.

V. STRATEGIES FOR SLOW LEARNERS

If the total score of the student is below 50%, then the student is considered a slow learner. Course instructors continuously take care and monitor the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They also interact frequently to understand and assist students with issues that affect their ability to learn. Further, they communicate with the parents through progress cards and also inform them about the report after the completion of each assessment test.

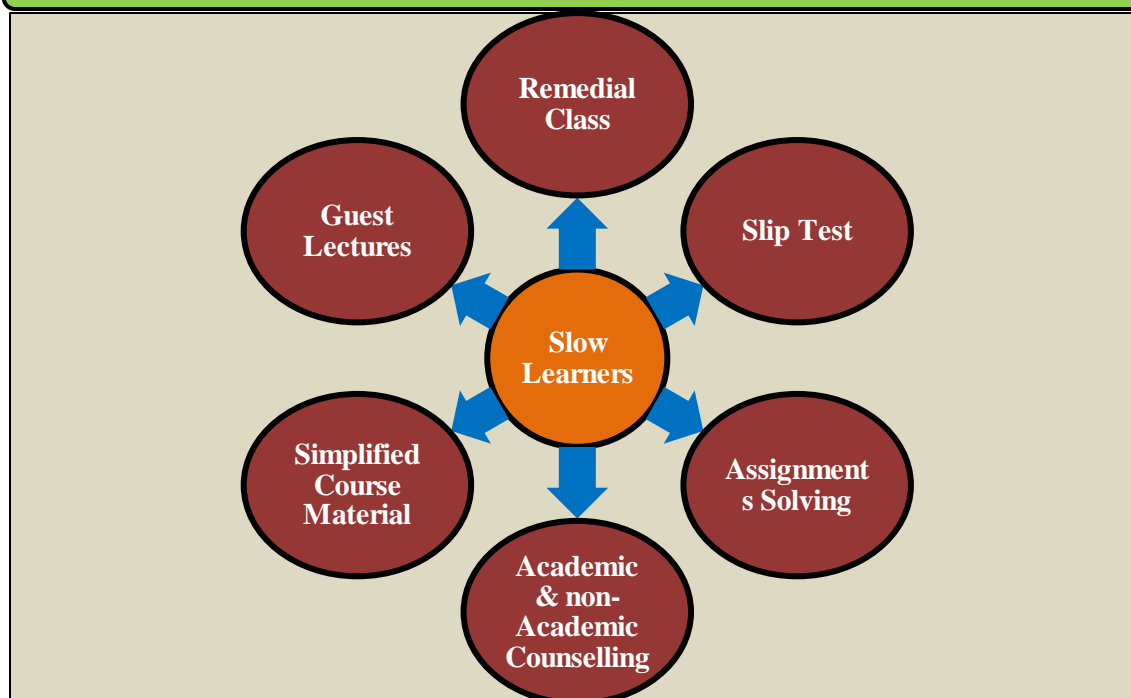
For encouraging and motivating slow learners, special attention is paid to them and a systematic procedure as shown in the flow chart and explained in detail as below is followed:

- Remedial classes are conducted for the different courses in the curriculum.
- Special assignments and regular tests are given to enhance their thinking ability
- Counseling Sessions are arranged to assist students in their weak areas of performance and suggest improvements
- Providing special attention to Communication skills, Public Speaking, deciding on Carrier Goals, and Managing Academics & Personality.
- Bilingual explanations and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials for easy understanding.
- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- The support of the alumni is also effectively used to motivate and mentor the slow learners.

Further, faculty members revise the tough topics as per the student's requirement and provide a question bank and discuss the way of presenting the answers in the exam to score marks.

At the end of the mentoring, success stories of the mentoring process by the faculty mentors is documented.

Activities Conducted for Slow Learners

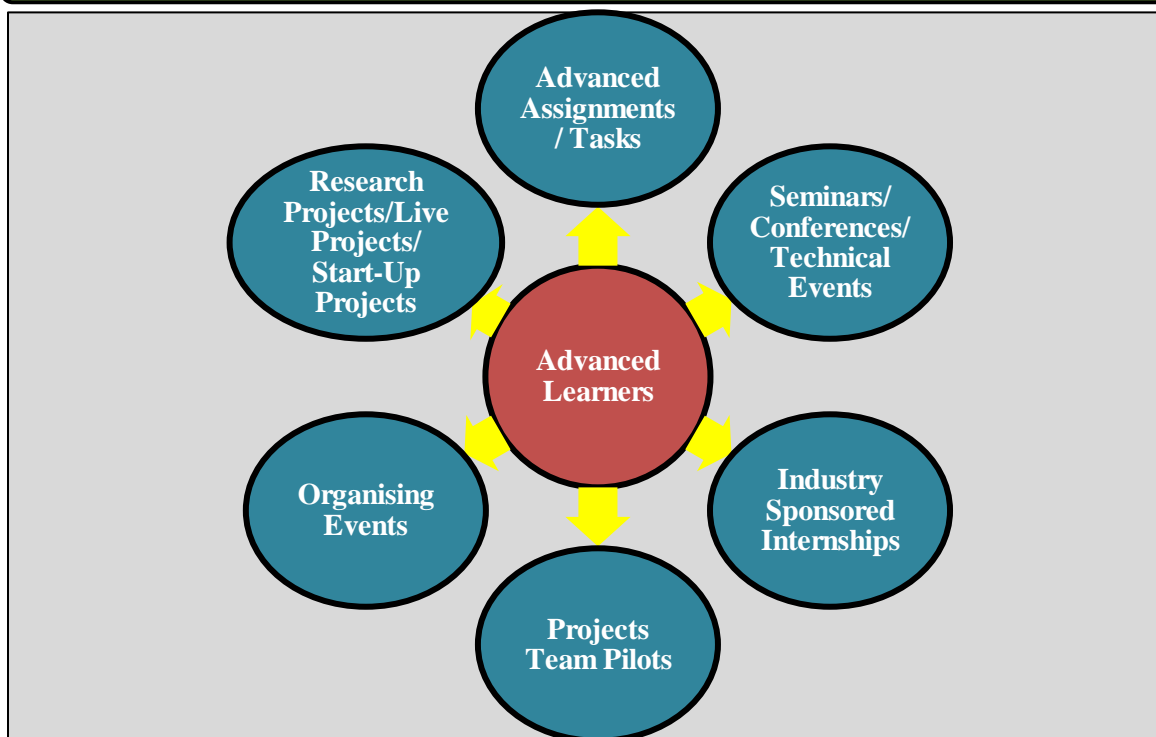


VI. STRATEGIES FOR ADVANCED LEARNERS

If the total score of the student is above 70%, then the student is considered as an advanced learner. For encouraging and motivating advanced learners some of the special activities, not restricted to, listed herewith are as follows:

- Advance learning assignments or tasks are assigned to advanced learners.
- Encouragement to complete NPTEL/SWAYAM/ATAL/COURSERA/MOOC courses and to get through in NET/SLET exams.
- Encouragement to Participate in Seminars/Conferences/Technical Events/ Live Projects / Entrepreneurial Skill development programmes / Start Up Projects etc.
- Providing a platform to become part of Industry-sponsored Internship/Research Work.
- Advanced learners are provided opportunities to be the committee coordinators of different departmental and general activities.
- Encourage to participate in National/International level contests and events.
- Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations.
- Encouraging the students to take up Extra Credit Courses (Inter-disciplinary Courses) every semester.
- Meritorious students are felicitated every year with cash prizes and certificates at the hands of distinguished persons in the College day celebration.

Activities Conducted for Advanced Learners



After all, activities are completed the course instructor will submit the report to the head of the department and thereafter to IQAC to show the improvement of the slow learner as well as the achievements of the advanced learners.

VII. ENDING NOTE:

The process of giving additional inputs to the advanced learners and the slow learners is to make them better achievers. Even if the students are identified as slow learners or advanced learners in the class they should not be labelled as poor or extraordinary. They need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievements and the less talented also make their goals in life achieved. The mentoring and facilitating efforts of the teachers and the college administrative system will be a great investment in achieving the best result and performance of the students.

Head - Action Circle for Criterion II

Principal