



# **POLICY FOR SLOW & ADVANCE LEARNER**

**SHIA P. G. COLLEGE**

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# **POLICY FOR SLOW & ADVANCE LEARNER**

## **Introduction**

Understanding the level of learning pace of each individual student in a class is essential for a teacher to implement differentiated approach of teaching for better learning outcomes from the students. Thus, a teacher is to divide a class of students into three categories: *slow learners, average learners, and fast learners*. Appropriate performance metrics of students shall be used to categorize students correctly. A faculty member shall take extra care for slow learners to improve their performance and also devise extra materials/assignments for fast learners to enhance their depth of knowledge in the course. The policy presents the process of identifying the slow and fast learners and outlines the extra measurements for them and provides the template for documentation of related activities.

Education system has to deal with a wide range of diversity among students. Every institution has a heterogeneous mix of students who possess varying mental abilities. It is essentially important to keep this reality in mind in every aspect of academic activity including pedagogy, counselling and assessment. The admissions in Shia P.G. College are made on the basis of merit in concurrence with the norms of University of Lucknow wherein provisions are made to enrol students from general as well as reserved category which leads to abundant learner diversity.

Shia P.G. College has developed a mechanism, wherein all students are evaluated on the laid down norms on the first day of admission. The performance of the students is continuously assessed throughout their stay in the college. The resulting output helps to guide the students attain their personal and professional accomplishments and targets.

## **Mechanism**

We have evolved a mechanism for continuous monitoring and evaluation of the students. There are 3 levels of assessment used to evaluate and identify student to categorise them into slow and advanced learners as under:

- Entry Level test and interview (**for new students**)
- Internal Assessment and semester marks (second semester onwards)

## **Strategies adopted for facilitating Slow Learners:**

- Once a student is identified as slow learner, the faculty mentor assesses the nature of his/her specific problem and finds out the best possible solution to assist the student.
- Extra classes and tutorial sessions are organized to bridge the gap.

- The concept of 'Peer Tutor' has recently been introduced where a quick learner teaches the slow learner making learning easier.
- Extra study hours/remedial sessions are conducted to ensure that they improve their performance.

### **Strategies adopted for facilitating Advance Learners:**

- Advance learners are identified through their performance in examinations, interaction in classroom, their fundamental knowledge, concept understanding and articulation abilities.
- Students are given access to advanced books and journals to expand their knowledge in the concerned domain of interest.
- Since teaching facilitates strengthening of concepts therefore, bright students are motivated to volunteer as 'Peer Tutor' to guide slow learners and are given incentives in exchange.
- Students are given mentors who closely assess, guide and monitor their performance on real time projects and map the competence of the students. Mentors are specially instructed to cater to the specific needs of these exceptional students and nurture their talents to ensure maximum efficiency.

### **Strategies adopted for student improvement:**

- One mentor is assigned for each batch to closely monitor the performance of the student and evaluate them as per the norms laid down by the institution.
- Remedial classes.
- If students falter due to poor attendance, their parents are informed by sending SMS, registered letters and PTMs.
- Career counselling sessions are arranged to ensure that they chose the career that best suits their abilities.

## **Extra Measures for Slow and Fast Learners**

### **Records of Activities**

<b>Records of activities for slow learners</b>			
<b>Extra activities given to students</b>	<b>Enrol no of students</b>	<b>Date</b>	<b>Signature of faculty member</b>
Extra classes to give more coaching			
Extra notes to build solid background of course			
Extra counseling to motivate students and guide students for better preparation			

Extra peer tutoring to explain topics			
Extra assignment to enhance basic knowledge			
Extra tests to evaluate improvement			
Others (Specify the activity)			

<b>Records of Activities of Fast Learners</b>			
<b>Extra activities given to students</b>	<b>Enrol no of students</b>	<b>Date</b>	<b>Signature of faculty member</b>
Extra assignment to enhance complex problems solving skills			
Extra counselling to motivate students to take up advance study or take up projects			
Involve fast learners for peer tutoring the slow learners or junior students			
Extra classes for advance topics			
Motivate students to take audit courses			
Give students innovative projects			
Give plan to take up fast tract programme (FTP) to complete UG programme in three years except project works			
Give the topics for literature survey to understand the research trends in the topics			
Others			

### **Documentation**

- All the three records; records of slow and fast learners, records of activities for slow learners and records for activities of fast learners are to be included in course file.
- All relevant supporting documents for different activities are also to be included in course file.
- Respective PC shall prepare the consolidated report for all activities done towards slow and fast learners.
- PC shall use the template given in the following table to prepare the school level records of all activities done towards slow and fast learners.
- PC shall implement the excel sheet in google site to collect the consolidated data.
- PC shall maintain a separate file for activities done for slow and fast learners.

## Conclusions

This document emphasizes the importance of extra activities need to be done for slow and fast learners. It also states the process of dividing the students into three categories; slow learners, average learners and fast learners. It also provides the basis on which the students shall be categorized. The document outlines some basic activities shall be done as the means of extra activities for slow and fast learners. Finally, it provides the templates in which the records of activities shall be maintained at faculty as well as school level. This document shall be useful for faculty members to implement the extra activities for slow and fast learners in a systematic and standardized manner across the College.



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