Guidelines for Identification and Activities for Slow and Advanced Learners of College
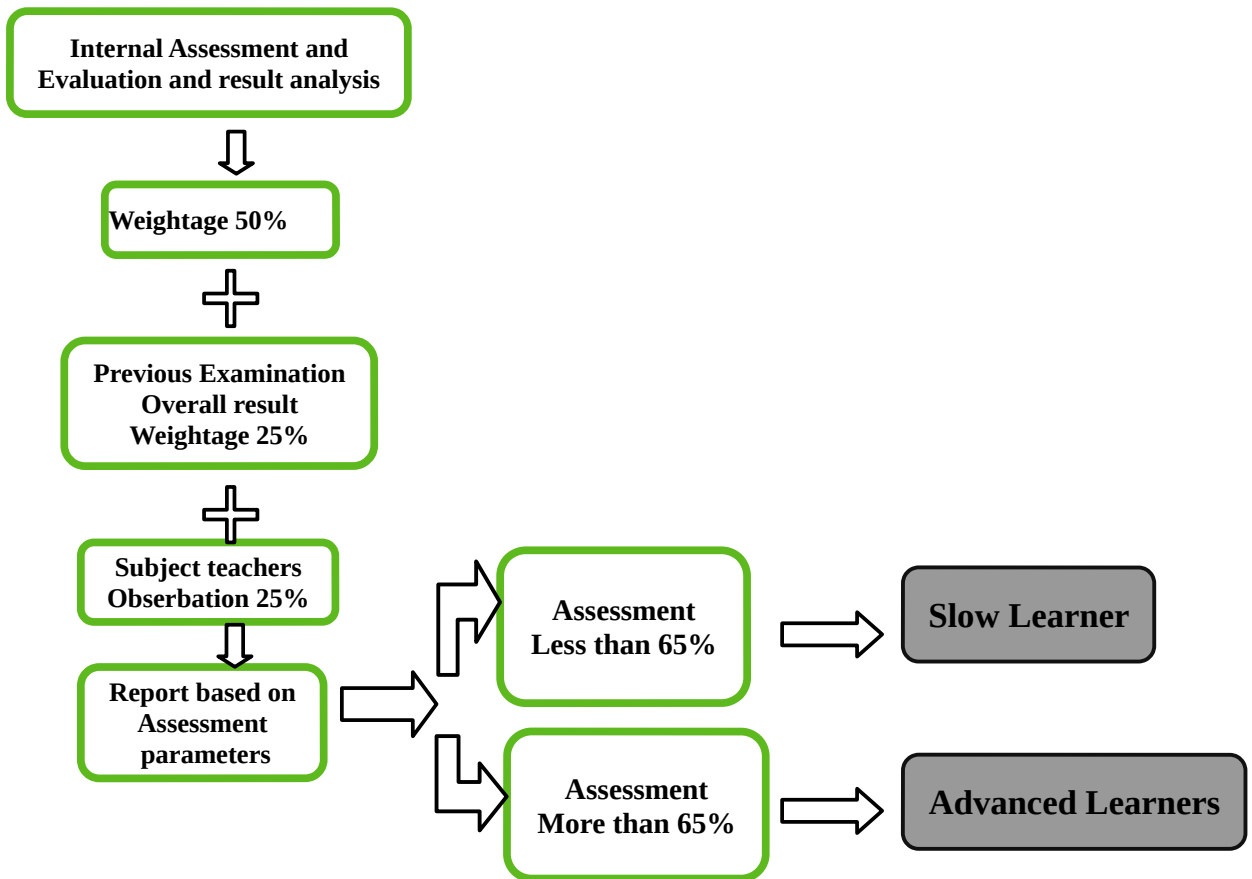
Introduction:

One of the biggest challenge for teachers at the path of teaching and learning process is, teachers have to deal with different type of students, some are very bright who understand and learn fast and some are quite weak to learn and grasp the concepts very slowly. Some students need only guidance and some need a hard work. To determine the abilities in the class, particularly when initiating the higher education, the teachers has to recognize the learning attitudes and learning habits of the students differently so as not to lose attention of slow learners and not to turn off the advance learners. Teacher has to maintain the balance between such diversity of students. The aim of these guidelines is to identify the slow and advanced learners of both UG and PG programmes and to assign the supporting acitivites for both types. This will also help the teaching departments for proper mentoring of their mentee and to monitoring the progress.

Method of Identification:

The identification of advance and slow learners can be done with some initial inputs as;

> ➢ Overall result of previous examination

> ➢ Result of internal assessment

> ➢ Class observation of subject teacher.

On the basis of these inputs the process of assessment and identification of learning levels of the students and conduction of activities thereon should be carried out through a methodological way:

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┌─────────────────────────┐
│  Internal Assessment and │
│  Evaluation and result analysis │
└─────────────────────────┘
            ⇩
┌─────────────────────────┐
│  Weightage 50%           │
└─────────────────────────┘
            ┼
┌─────────────────────────┐
│  Previous Examination    │
│  Overall result          │
│  Weightage 25%           │
└─────────────────────────┘
            ┼
┌─────────────────────────┐        ┌─────────────────┐        ┌─────────────────┐
│  Subject teachers        │   ⇒    │  Assessment      │   ⇒    │  Slow Learner    │
│  Obserbation 25%         │        │  Less than 65%   │        └─────────────────┘
└─────────────────────────┘        └─────────────────┘
┌─────────────────────────┐   ⇒    ┌─────────────────┐        ┌─────────────────┐
│  Report based on         │        │  Assessment      │   ⇒    │  Advanced Learners│
│  Assessment parameters   │        │  More than 65%   │        └─────────────────┘
└─────────────────────────┘        └─────────────────┘
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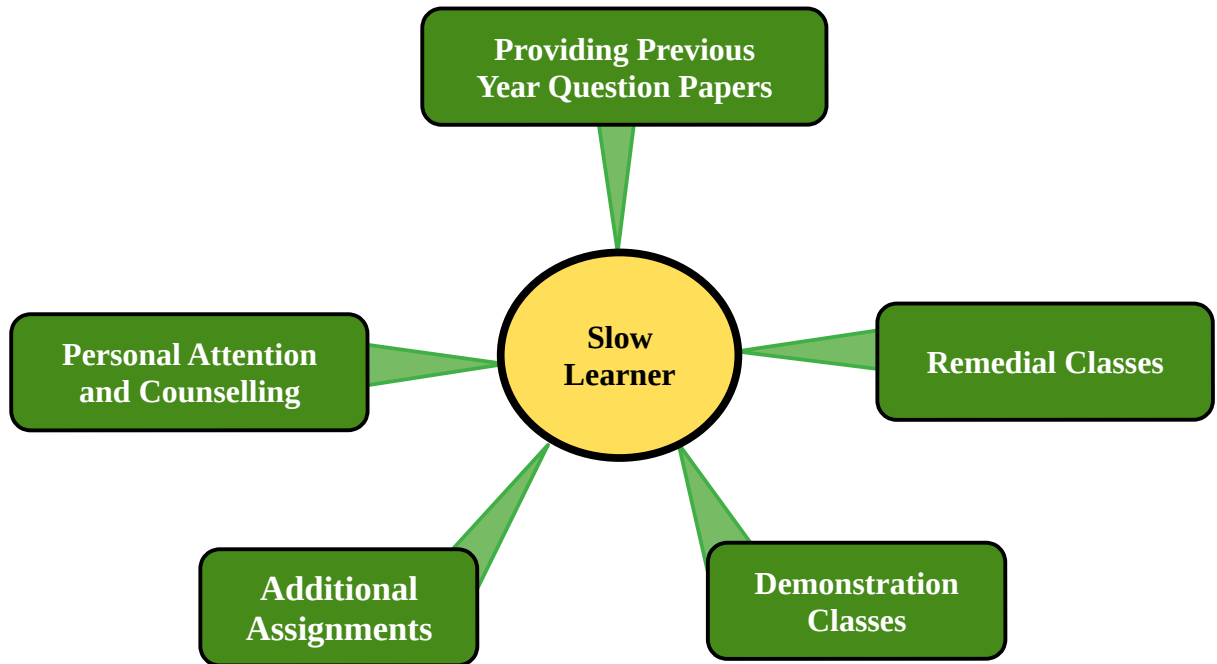
Assessment of the learning levels of the students:-

● For all programmes slow and advance learners would be identified by respective subject teachers.

● The process of identification would be conducted after declaration of preceding exam result, considering class performance in existing academic year.

● The following parameters and weighteages thereon would be considered.

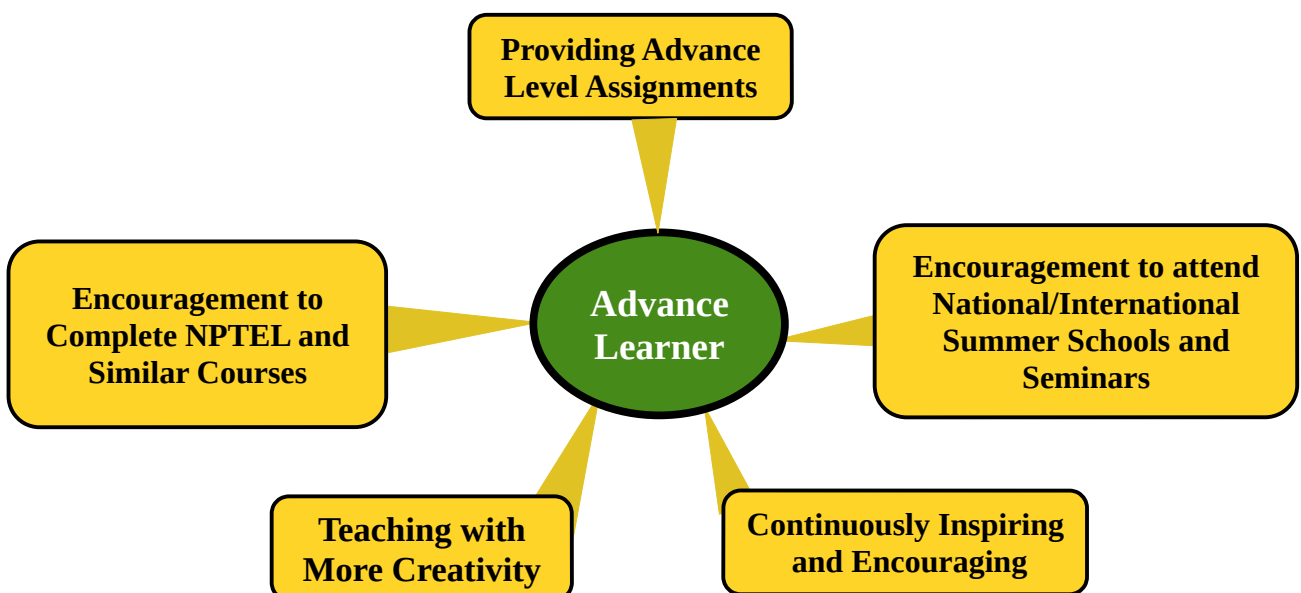| S. No.	Parameter	Weightage in Percentage
1.	Marks obtained in internal assessment test	50
2.	Academic performance in previous examination	25
3.	Observation of subject teacher	25

● Subject teachers observation should be recorded on a scale of 1 to 10

● A report would be prepared for whole class total of 100% weight age.

- Th student securing marks below 50% would be identified as slow learners.

- The student securing marks above 70% would be identified as advanced learners.

Activities for Slow learners

Providing Previous Year Question Papers

Personal Attention and Counselling

Slow Learner

Remedial Classes

Additional Assignments

Demonstration Classes

Activities for Advance learners

Providing Advance Level Assignments

Encouragement to Complete NPTEL and Similar Courses

Advance Learner

Encouragement to attend National/International Summer Schools and Seminars

Teaching with More Creativity

Continuously Inspiring and Encouraging

Conduction of Activities For Slow Learners:

- Personal Attention and Counselling.

- Remedial Classes.

- Additional Assignments.

- Demonstration Classes.

- Providing Previous Year Question Papers.

Conduction of Activities For Advance Learners:

- Teaching with more Creativity.

- Providing Advance level Assignments.

- Encouragement to Complete NPTEL and Similar other Courses.

- Continuously Inspiring and Encouraging.

Preparation of Performance improvement report:

- Each Department should prepare report after final result declaration showing improvement in the performance of slow learners.

Documents to be maintained:

- Cover page of activity (Class wise/ Session wise)

- Internal assessment evaluation sheets and tabulation sheets.

- List of slow learners and advance learners

- Activity schedule and time table for slow learners.

- List of activity task for advanced learners.

- Attendance records.

- Performance improvement reports.

- Yearly compiled outcome report.

Expected Outcome:

- Timely conduction of slow learners activity

- Provision for Continuous assessment

- Improvement of Result.

(Coordinator, IQAC)

(Principal)