Since 1971

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 recognoze 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.
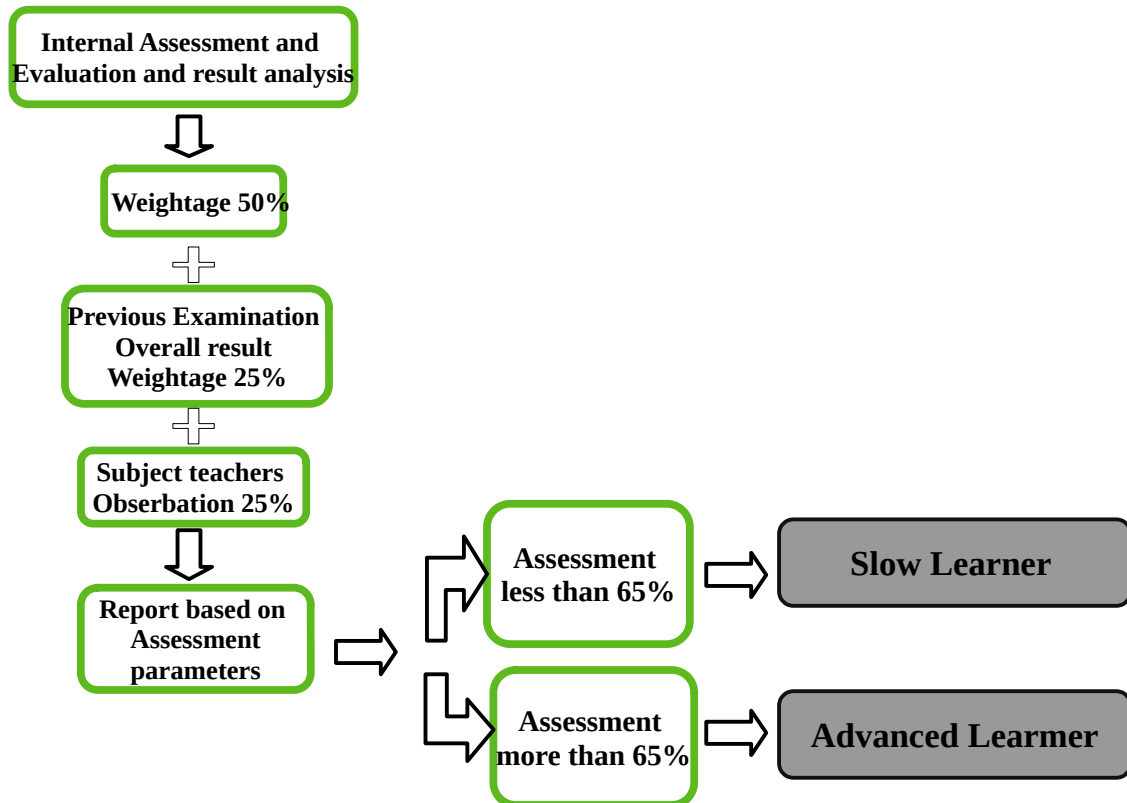
Method of Identification:

The identification of advance and slow learners can be done with some intial 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 activites 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 │
   │ Obserbation 25%  │
   └──────────────────┘
            ⇓
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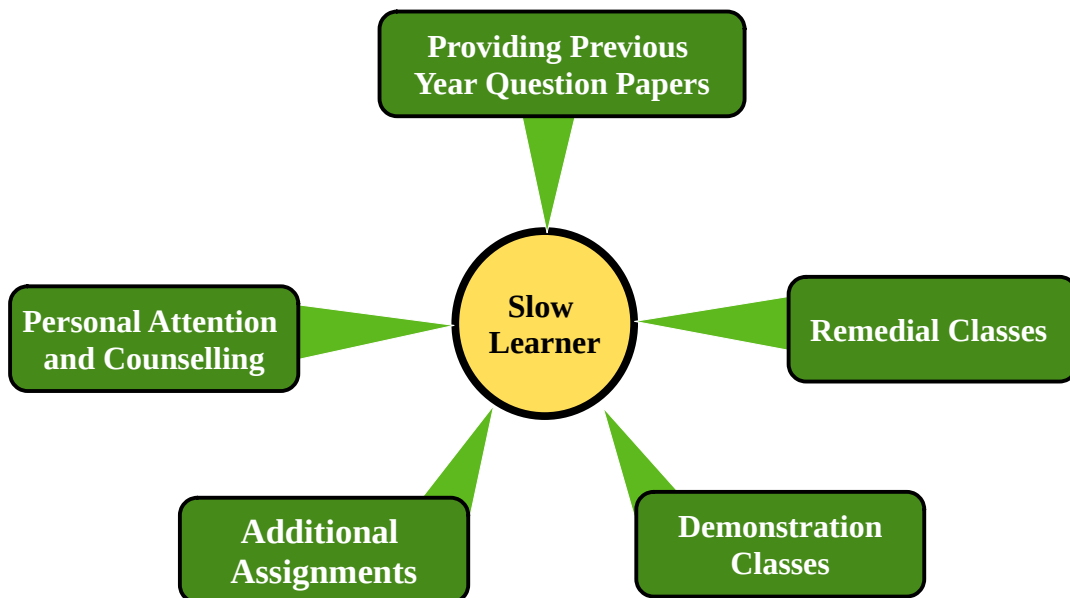| Report based on Assessment parameters	⇨	Assessment less than 65%	⇨	**Slow Learner**
		Assessment more than 65%	⇨	**Advanced Learmer**

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.

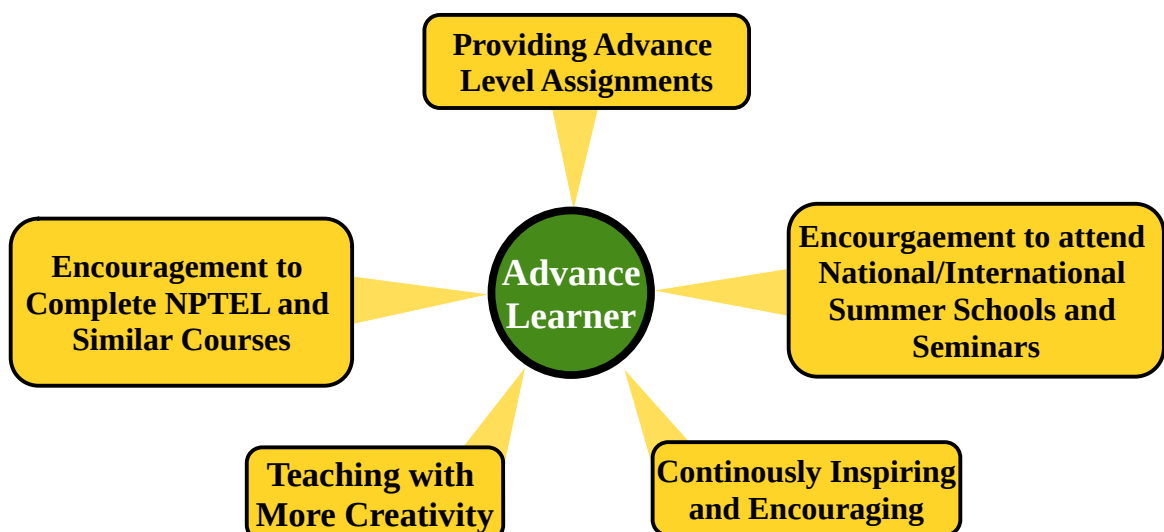| S.No.	Parameter	Weightage in Percentage
1.	Marks obatined in internal assessment test	50
2.	Academic performance in previous examination	25

3.	Observation of subject teacher	25

- Subject teachers observatin should be recorded on a scale of 1 to 10

- A report would be prepared for whole class total of 100% weightage.

- 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 learmers

Providing Previous Year Question Papers

Slow Learner

Personal Attention and Counselling

Remedial Classes

Additional Assignments

Demonstration Classes

Activities for Advance learmers

Providing Advance Level Assignments

Advance Learner

Encouragement to Complete NPTEL and Similar Courses

Encourgaement to attend National/International Summer Schools and Seminars

Teaching with More Creativity

Continously Inspiring and Encouraging

Conduction of Activies For Slow Learners:

- Personal Attention and Counselling.

- Remedial Classes.

- Additional Assignments.

- Demonstration Classes.

- Providing Previous Year Question Papers.

Conduction of Activies For Advance Learners:

- Teaching with more Creativity.

- Providing Advance level Assignments.

- Encouragement to Complete NPTEL and Similar other Courses.

- Contuniously 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 learmers

- Activity schedule and time table for slow learmers.

- List of acitvity task for advanced learmers.

- Attendance records.

- Performance improvement reports.

- Yearly compiled outcome report.

Expected Outcome:

- Timely conduction of slow learmers activity

- Provision for Continuous assessment

- Improvement of Result.

(Principal)