SLOW LEARNERS AND FAST LEARNERS POLICY
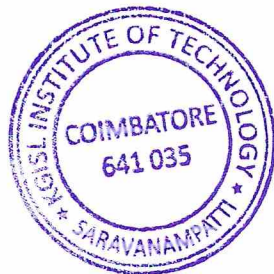

KGiSL Institute of Technology

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POLICY FOR SLOW AND ADVANCED LEARNERS

KGISL Institution continually strives to enhance and expand students' learning capabilities. This is achieved by motivating the faculty to embrace innovative teaching and learning methodologies that blend traditional and modern approaches. These include the use of audio-visual aids such as PowerPoint presentations, videos, and other mind-mapping tools. These tools not only maintain students' attention but also facilitate a deeper understanding of concepts.

Furthermore, Real-world experiences are introduced through field trips, industrial visits, internships, interactions with experts, and scholars. These experiences help students connect more meaningfully with the subject matter and course content.

Advanced and Slow Learners:

Advanced learners are students who grasp a taught topic more quickly than their peers and consistently achieve high scores. They exhibit a higher level of potential and talent compared to others in the class.

Conversely, **Slow learners** often face challenges in their academic journey and may struggle to comprehend the subject matter. Their underperformance may not necessarily be an indicator of limited capacity or talent; it can be attributed to various factors such as Irregular attendance in class, socio-economic background, lack of motivation and support, disorganized learning practices, or difficulty in communicating in the designated language of instruction.

The main objective in establishing this policy is to evaluate students' learning capabilities and offer them appropriate guidance.

The specific objectives are outlined as follows:

- Identifying slow learners and advanced learners in the class.
- Developing effective strategies and implementing scientifically-backed methods to support both advanced and slow learners.
- Boosting the confidence of slow learners, reducing barriers, and assisting them in improving their learning skills.
- Encouraging advanced learners to excel.

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- Bridging the gap between slow and advanced learners.

Policy for identification of slow and advanced learners:

Students' performance assessment should consider the following criteria:

- Marks obtained in internal assessment test for each subject.
- Marks obtained in the previous end-semester/year university examination.
- Attendance records throughout the semester/year.
- Monthly class performance reports provided by the class advisor and respective faculty mentor.

Slow Learners: -

1. Irregular attendance in class.
2. Internal assessment test: less than 50%
3. Struggles with higher order problem-solving
4. Lack of motivation and interest
5. Limited capacity to grasp core concepts and their practical applications

Advanced Learners: -

1. Maintains consistent attendance in class
2. Internal assessment test: above 75%
3. Quick response and Self motivated
4. Strong potential in addressing higher order problems
5. Good capacity to understand core concepts and apply them in real-world scenarios

Strategies undertaken for tackling slow and advanced learners

Slow Learners:

After the identification of the learners, the departments following policies are adopted: -

Remedial Classes: Classes for identified slow learners are conducted consistently according to the prepared schedule. During these sessions, teachers are tasked with facilitating problem-solving exercises, Revision of topics, offering supplementary study materials and notes, and guiding students in channelling their creative efforts towards clarifying concepts. The aim is

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to bridge the knowledge gap and empower them to cope with their academic coursework effectively.

Guidance through mentor-mentee scheme: Mentoring and connecting with faculty members would set up a healthy relationship between the students and the faculty. Small groups of 10-15 students with a faculty mentor is formed for discussions and open thinking towards the self.

Advanced Learners:

1. Advanced assignments or tasks would be assigned to advanced learners.
2. Encouraging participation in certificate and value-added courses to enhance skills through platforms like Coursera.
3. Motivate them to participate in group discussions, quiz, participate in various events in-campus/outside campus to develop analytical and problem-solving abilities.
4. Arranging activities that refine critical thinking skills.
5. Cultivating research aptitude by offering opportunities for internships, hands-on project training and research publication activities.

Improvement Assessment

Each faculty would require to prepare a report after Internal assessment test and university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.

Following documents would be required to be maintained: -

- Report of result of internal assessment test
- List of slow learners
- List of Advanced Learners
- Report of performance improvement for slow learners
- Attendance record for session conducted for slow learners
- List / Record of tasks given to advanced learners

Anticipated Outcomes:

The policy designed for advanced and slow learners is anticipated to yield several positive outcomes, including enhanced university results, a higher percentage of students effectively planning their careers, and contributing to the nation's progress and development.

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