



POLICY ON ADVANCED/FAST AND SLOW LEARNERS

1. General

Within the classrooms, the faculty members have to deal with different types of students; some are very intelligent who learn very fast and some are not so quick who take time to learn. Therefore it is required to determine the abilities of the students in the class. Based on the ability determined, different approaches need to be adopted for each such category of students.

Generally on the basis of their learning speed students can be classified in two groups: 'Advance or Fast Learners' and 'Slow Learners'. Each type of student has different learning attitudes and learning habits. A faculty member has to therefore adapt a teaching methodology such that he/she may not lose the attention of the slow learners nor create dis-interest in the Advance/ Fast Learners. They should not be labeled as the extraordinary or poor (weak) but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can get better achievements and the less talented also make their goals in life

2. Methods of Assessment

The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations, competitive entrance examinations, and the performance in the initial stage of the programme can be taken as indicators of their achievement as they get admitted to the programme in the College. This level can be set as the benchmark of the student. Subsequently, they can be assessed continuously through the examination results at various levels and stages, i.e. the performance of the student in Quiz Tests (Class Tests), etc. are various parameters to categorize the student level in a particular subject by the subject teacher.

- (a) **Advanced / Fast Learners:** Advanced / Fast Learners are those students who are ahead on the learning curve and require advanced technical know-how.
- (b) **Slow Learners:** Slow learners are the students who have slow speed than other students. They need patience and a regular monitoring.



3. Policy Guidelines for Advanced / Fast learners

- (a) These students may be encouraged to be volunteer members of professional bodies like CSI, IEEE and support in organizing technical events.
- (b) Such students are provided opportunities to develop their creativity by participating in inter-college as well as national/international level technical conferences/ symposiums.
- (c) Bright and diligent students are motivated and inspired to get university ranks- Meritorious, toppers and university rank holders are encouraged with certificates and cash prizes by the management.
- (d) They will be provided with additional inputs for better career planning and growth for higher level competitive examinations.
- (e) Advanced/Fast Learners would be facilitated to take up NPTEL/MOOCs (on SWAYAM Portal) courses on the advanced and demanding subject/topics for value addition.
- (f) Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations through their working in 'Center-of Excellence (CoE)'.
- (g) The mentors give higher goals and also make the fast learners get higher levels of personality development and stress management trainings.

4. Policy Guidelines for Slow Learners

- (a) Slow learners are not to be labeled as poor achievers or weak students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed and introvert in the class.
- (b) Faculty members (subject teachers) counsel and put a close watch on such students from very inception based on their performance in Quiz test (certainly if it is below average).
- (c) Faculty members (subject teachers) would revise the tough topics as per the students requisition and provide university question bank and discuss the way of presenting the answers in the exam to score marks. During this practice, they are provided with short term goals/objectives in the particular subject. For support, they are also provided with additional study material, notes, etc. to cope up with the performance lag.
- (d) Extra classes are organized to clarify doubts. Critical topics are re-explained for better understanding by the students. Appropriate counseling with additional teaching is done which eventually results in students attending the classes regularly.
- (e) If there seems no improvement via routine counselling; faculty interact with parents about the performance of slow learners during the Parent Teacher Interaction and try to find the means for improvement.
- (f) Mentors/Course-coordinators communicate periodically with their parents (even sometimes beyond PTMs) and also update them with their performance reports.

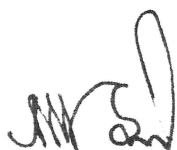
5. Documentation related to Implementation and Impact Analysis

- (a) Records for these activities would be maintained at the department level and regular impact analysis would be carried out to assess the need for any correction / changes in the policy.
- (b) Extra care is taken during finalization of sessional marks of slow and fast learner students as their marks have significant impact on the end results.
- (c) At the end of semester, (after the finalization of sessional marks)—a "Report of Slow and Fast Learners" should be submitted by HoDs to the Academic Cell for information of the undersigned.



6. Conclusion

The sole aim of this policy is to address the students falling in top and bottom bracket of the class in a significant way. Energy of the fast learners channelized in right direction could produce merit holders, top placements and improve the department research profile. On the other-hand, slow learners if handled appropriately may improve the academic result of the college in terms of better pass percentage.



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