



Vidya Bharati Shaikshanik Mandal, Amravati's

Vidya Bharati Mahavidyalaya, Amravati

**Affiliated to Sant Gadge Baba Amravati University, Amravati
Maharashtra**

NAAC Re-accredited with Grade "A"(CGPA 3.26-Second Cycle)
CPE Status (Third Time) by UGC,
Mentor College under Paramarsh Scheme by UGC
'Lead College' by S.G.B. Amravati University, Amravati
ISO Certification: 9001:2015 and 14001:2015

Website: vbmv.org

**Policy Document for
Slow and Advanced Learners**

Policy Document for Slow and Advanced Learners

Vidya Bharati Mahavidyalaya has established itself as a premiere institution by providing quality teaching-learning to students. The college offers learner centric teaching-learning, which comprises a good number of co-curricular and extra-curricular activities for learners from diverse background for their holistic development. The college recognizes that the learning interest and pace of every pupil is different. The college considers that some learners are not-so-gifted (Slow learners) and whereas some are gifted learners (advanced learners). In such a situation, it is crucial to recognize the learning levels of learners and plan accordingly to deliver learner centric teaching-learning.

Advanced and Slow Learners

Advanced learners are the students who understand a taught topic relatively faster than the other students in the class and attain high scores. They have more potential and talent than the others in the class. These students are with better academic understanding, as well. Whereas, the slow learners are mostly lag behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium of instructions.

Objectives:

- To involve modern pedagogical methods and ICT enabled teaching-learning to promote student centric teaching-learning
- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners
- To encourage to the advanced learners to be excellent achievers
- To boost up the confidence of slow learners and to minimize the barriers
- To enhance the skills in respect of learning processes
- To minimize the gap between slow learners and advance learners

- To motivate for innovative and creative mindset
- To organize the workshop/seminar/guidance program for slow learners
- Help to understand paper pattern, question pattern, etc.

Methods of assessment:

The students can be assessed to identify their learning levels by different mechanisms. At the entry level, the students must be assessed on the basis of their performance in Learner's Aptitude Test, preceding examination, interest in chosen current subject, involvement in classroom teaching-learning, and learning pace of students. After the identification of the learners, the departments must prepare a schedule accordingly and allots the topics to the faculty members. The students and the teachers must be notified about the schedule and details of remedial classes through notices. Then, the remedial classes should be conducted regularly for the identified slow learners, as per the schedule. During these classes, teachers are expected to provide additional study materials and notes, etc. to the students to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled. In addition, the departments should organize different activity like group discussions, study tours, guest lectures along with interactions with the subject experts, etc.

Specific steps to be taken for advanced learners:

- Encouraging them to participate in group discussions, elocution, debate, quiz to develop analytical and problem solving abilities
- Offering special coaching for competitive examinations or better career planning and growth
- Conduction of workshops to improve their communications skills, presentation skills and personality development
- Organizing activities to promote their interactions with the subject experts and develop critical thinking abilities


Specific steps to be taken for slow learners:

- Tutorials, discussions, interactions and remedial coaching.
- Concept clarification and problem solving exercises.

- Bilingual explanations and discussions.
- Provision for simplified but standard lecture notes/course material.
- Revision of topics and practical.
- Enhancement of communication skills and art of reading-learning.

Expected Outcomes:

1. Consistent high academic performance of advanced learners in university examinations
2. Enhanced interactions and subject knowledge of advanced learners
3. Augmentation in presentations and communications skills of advanced learners
4. Confidence development to face the placement drives by the advanced learners
5. Enhancement in regularity and involvement in classroom teaching- learning of slow learners.
6. Improvements in university exam results of identified slow learners.
7. Development of better and accurate sense of self with improved confidence.
8. Development and nurturing the deep understating of personal motivation.
9. Enhanced interest in the chosen subjects of slow and advanced learners.


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