Guidelines for Identification and Activities for Slow and Advanced Learners of Tecnia Institute of Advanced Studies

TECNIA INSTITUTE OF ADVANCED STUDIES

**(Approved By AICTE, Ministry of Education, Govt. of India,
Affiliated to G.G.S.I.P. University & Recognised Under Sec. 2 (f) of UGC 1956)**

3 PSP, Institutional Area Madhuban Chowk, Sector 14, Rohini, New Delhi-110008

Guidelines for Identification and Activities for Slowand Advanced Learners of Institution

- ## Introduction:

    During the path of Teaching and Learning process, teachers have to deal with different types of students; some are very bright who learn very fast and some are quite weak to learn and grasp the instructions. Some students need only guidance and some need a hard work and regular guidance. To determine the abilities in the class, particularly when initiating the higher education and proceeding for graduation, faculty members are required to recognize the learning attitudes and learning habits of the students individually so as not to lose attention toward slow learners and not to stop learning curve an advance learners.

    The purpose of these guidelines is to identify the slow and advanced learners of both UG and PG programmes and to assign the supporting activities for both the groups. This will also help the teaching departments for proper mentoring of their mentee and to monitoring the progress.
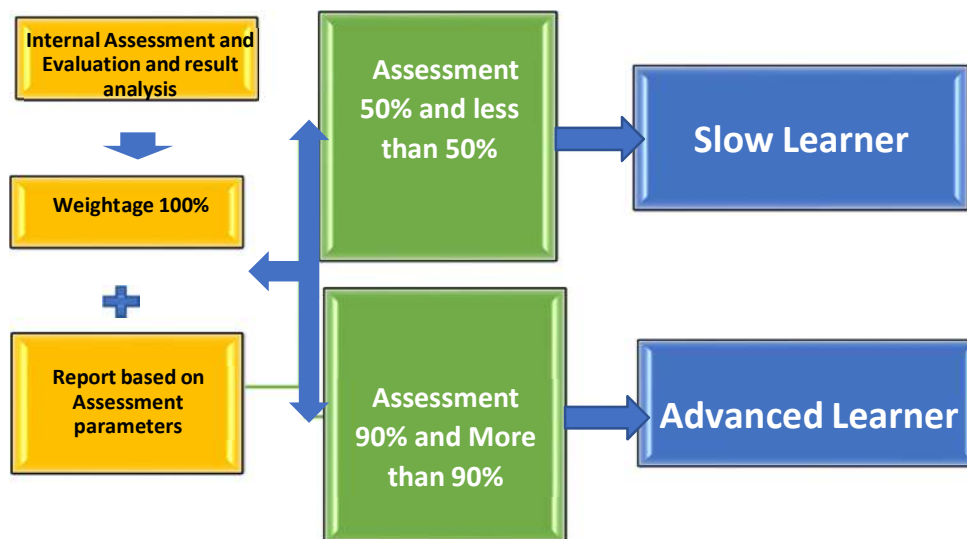
- ## Process Input:

    To start identification of slow and advanced learners, the following inputs are needed:

    - ➢ Result of Internal Assessment

- ## Process of Identification:

    The process of assessment and identification of learning levels of the students and conduction of activities there on should be carried out through a methodical technique:

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┌─────────────────────┐        ┌─────────────────────┐          ┌─────────────────────┐
│ Internal Assessment │        │     Assessment      │          │                     │
│  and Evaluation and │        │   50% and less      │  ──────▶ │    Slow Learner     │
│   result analysis   │        │     than 50%        │          │                     │
└─────────────────────┘        │                     │          └─────────────────────┘
          │                    │                     │
          ▼                    │                     │
┌─────────────────────┐        │                     │
│   Weightage 100%    │  ◀────▶│                     │
└─────────────────────┘        └─────────────────────┘
          +
┌─────────────────────┐        ┌─────────────────────┐          ┌─────────────────────┐
│    Report based on  │        │     Assessment      │          │                     │
│     Assessment      │  ─────▶│   90% and More      │  ──────▶ │  Advanced Learner   │
│     parameters      │        │     than 90%        │          │                     │
└─────────────────────┘        └─────────────────────┘          └─────────────────────┘
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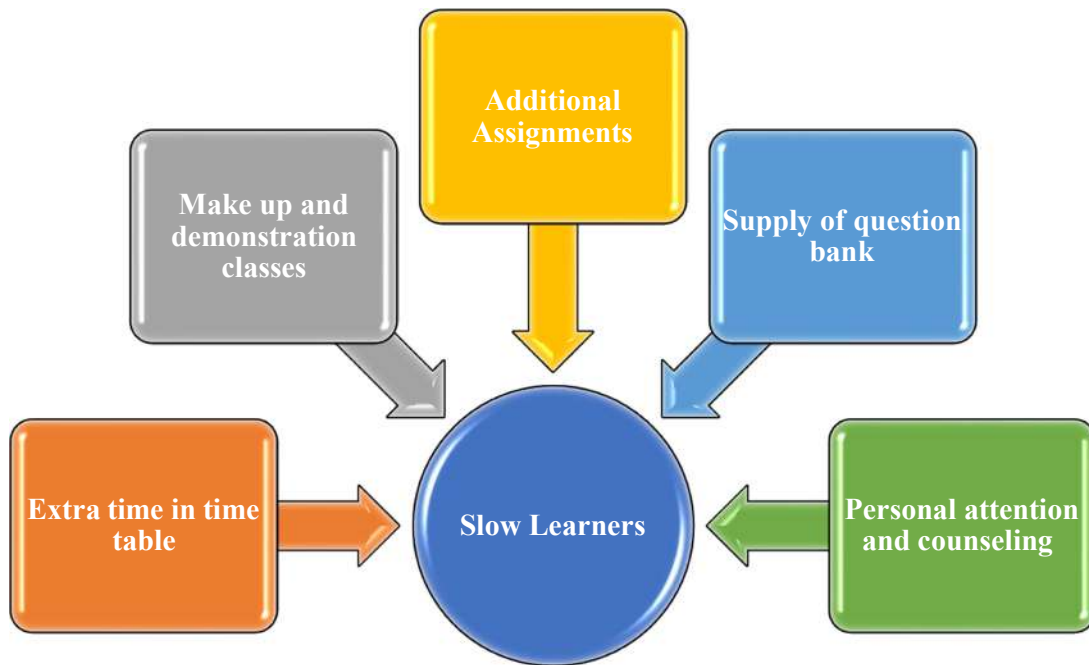
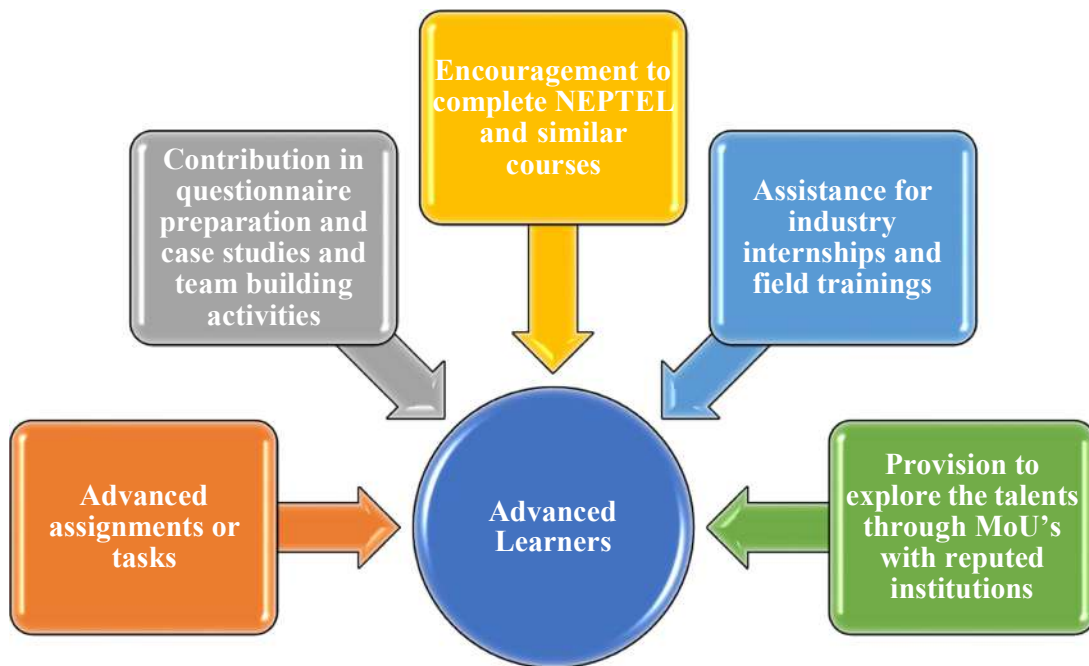## A. Assessment of the learning levels of the students –

- The slow and Advanced learners would be identified for each subject separately by respective subject teacher for all programmes
- The process of identification would be conducted after declaration of preceding Internal exam result, in existing academic session and personal observations of subject teacher
- The following parameters and weightages thereon would be considered

S. No.	Parameter	Weightage in Percentage
1.	**Marks obtained in internal assessment test**	**100%**

- Subject teacher's observation should be recorded on a scale of 1 to 10
- A report would be prepared for whole class for total 100%
- The student securing marks below 50% would be identified as slow learners
- The student securing marks above 90% would be identified as advanced learners

Activities for Slow Learners

Activities for Advanced Learners

B. Conduction of activities for Slow learners –

- Provision of extra time in time table for problem solving sessions/ revisionsession
- Make up classes and demonstration classes for practical courses
- Assignments in the form of solving previous years examination paper
- Supply of question bank for practice
- Personal attention and counselling for providing special hints and problem-solving techniques

C. Conduction of activities for Advanced learners –

- Advanced assignments or tasks like participation in Seminars/ Conferences/Technical events
- Contribution in questionnaire preparation and conduction of case studiesand support in team building activities
- Encouragement to complete NEPTEL and similar courses
- Assistance for industry internships and field trainings
- Provision to explore the talents through MoU's with reputed institutions

D. Preparation of performance improvement report –

- Each faculty should prepare report after final result declaration showingimprovement in the performance of slow learners to close the loop

▪ Roles and Responsibilities of Subject Teacher:

The subject teacher is responsible for carrying out different aspects of slow andadvanced learners including identification and activities to be conducted.

- ➢ Conduction of class test
- ➢ Preparation of marking scheme and assessment rubrics
- ➢ Evaluation of answer sheets and preparation of result reports
- ➢ Identification of slow and advanced learners
- ➢ Preparation of schedule for extra classes/ problem solving sessions/ revisionsessions for slow learners and maintenance of records

- ➢ Preparation of list of advanced assignments or task list for advanced learners
- ➢ Preparation of improvement reports
- ➢ Maintenance of activity outcome reports for slow and advanced learners

Dr. Sandeep Kumar

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