

Institutional Policy for Slow and Advanced Learners

Bapujee College, Sarukshetri



A. Objective:

To identify the slow and advanced learners and provide them with appropriate support to improve their academic performance.

B. Criteria for selection of Slow and Advanced Learners:

Bapujee College, Sarukshetri assesses the students' learning level based on their performance in formative and summative evaluation, namely internal examination and previous examinations. Based on the performance of the learners or marks secured by the learners and faculty's observations, they are categorized as slow learners and advanced learners. Teaching-learning activities are planned to help them excel in coping with the objective of the programme.

The college offers UG Arts programme in different subjects. Criterion for identification of slow and advanced learners is based on the marks scored by the students in various internal examinations and syllabus centric activities organized by the departments. The college has framed the following parameters for identification of the slow and the advanced learners.

Sl. No	Parameters	Slow Learners	Advanced Learners
1	Marks in previous examination	<40%	>70 %
2	Performance in Internal Examination	<50%	>50 %
3	Faculty Observations ((5 Points)	<2	>3

C. Faculty Observations for Evaluation of Students:

The faculties of the College focus on the following five core points to evaluate the UG level students.

1. Active Participation and Engagement

This indicates the involvement of a student in a lecture delivered in the classroom. Participatory engagement usually signifies active participation rather than passive listening.

2. Formative Assessments

Activities like quiz, learner centric activities within the class are conducted to make formative evaluation.

3. Collaboration and Peer Interaction

Students are evaluated on the basis of **group work dynamics**, teamwork, communication skills, and peer assessment contributions.



4. Application of Skills (Performance Tasks)

Students are evaluated through hands-on projects, digital simulations, experiments, or oral presentations.

5. Self-Discipline and Learning Habits

This metric focuses on a student's behavioral and organizational approach to his/her education. It includes tracking **consistency in assignment submission**, time management, following classroom rules, and resilience when facing difficult topics.

D. Activities for Advanced Learners

- Extra study and materials and online courses are offered to develop their intellectual potentialities.
- Assignment on related topics.
- Assignments or tasks like participation in Seminar/ Conference, symposia, etc.
- Supply of e- resources
- Experiential and participative learning
- Tasks to improve their critical thinking skills
- Encouraged to practice on various higher learning platforms, MOOCs, SWAYAM, etc.

E. Activities for Slow Learners

- Assigning simple tasks and assignments.
- Conduct extra remedial classes with simplified notes
- Notes based on prescribed text books and question bank centered instructions
- Special counseling through the mentor-mentee system
- Personal attention
- Collaborative learning is encouraged
- Bridge courses are conducted

F. Roles and Responsibility of Faculties:

Faculties are encouraged to sort out different aspects of the slow and the advanced learners including identification and activities to be conducted.

- Internal Assessment in time
- To enable them to become beneficiaries of different measures of development.
- Identification of slow and advanced learners
- Preparation of schedule for extra classes/ problem solving sessions/ revision sessions
- Maintenance of records
- Preparation of list of advanced assignments or task- list for advanced learners
- Preparation of reports on their improvements


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