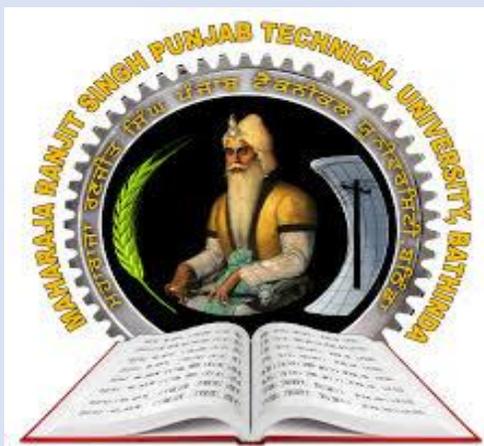# Policy For Advanced & Slow Learners

MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY

(DABWALI ROAD, BATHINDA (PB.)- 151001)

MRSPTU-Policy on Advanced and Slow Learners

POLICY ON ADVANCED AND SLOW LEARNERS

2021

INTERNAL QUALITY ASSURANCE CELL
MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY
BATHINDA 151001
POLICY ON ADVANCED AND SLOW LEARNERS

MRSPTU-Policy on Advanced and Slow Learners

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POLICY ON ADVANCED AND SLOW LEARNERS

This policy document is recognized as the **"Policy on Advanced and Slow Learners**" of the Maharaja Ranjit Singh Punjab Technical University. Through this policy the University pronounces its assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life. The policy also encourages its teaching departments to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the University education system without overlooking the average performers.

Advanced Learners

The term advanced learner in this policy refers to the students who have ability to learn and understand various teaching activities faster than the other students in the class and achieve high grades and scores and can make significant achievements in their life. They have great potential owing to their comprehension, remembering ability, critical thinking, creativity and contextualization practices. They are self motivated and laborious and usually achieve more than the majority of the classmates. These students can be given higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take up the leadership in the teaching learning activities.

Slow Learners

The slow learners are those who lag behind with the academic activities. They may fail in examinations or score poor grades. They will find it difficult to understand the teaching and may have difficulties in their comprehension, retention, reproduction and integration. They may fail in articulations and critical reflections. Their motivation levels also may be low and may find it difficult to adjust with the teaching learning process and can drop out in the programme. The poor performance can not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, family circumstances, inadequate motivations and supports, inappropriate learning practices or even the inability to converse in an unfamiliar language.

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 including the bridge programme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the University. 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, their performances in the extra - curricular and co - curricular activities throughout the programme. The assessment procedure can be a statistical process of making the three levels like High, Average and Low on the basis of the central tendencies (mean plus and minus Standard deviations). The change of the students and the levels achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

Policy Guidelines for Advanced learners

1. Advanced learners should be motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.

2. Motivating them to involve in small projects to inculcate research orientation and higher studies aspirations.

3. Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in regionals, national and international event like conferences, workshops, hackathons etc.

4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.

5. They are recognised on website, social media, annual progress report and other university platforms.

6. Startup ideas should be shared and offered the advanced learners.

7. Seed money can be offered to advanced learners to make their innovative proposals implemented.

8. The mentors give higher goals and also make the advanced learners get higher levels of personality development and through mentor-mentee scheme.

9. They are made the supporters to the average and the slow learners.

Policy Guidelines for Slow learners

1. The slow learners should not be labeled as poor achievers or problem students in the class or department so as to not affect their motivation and learning.

2. They should be treated as any other student in the class but they can be provided extra classes for improvement, on the case to case basis.

3. The teachers and mentors should help the slow learners by giving individual proper guidance and support to them.

4. Offering bridge and remedial courses to them.

5. Conduct extra classes for the difficult subjects.

6. Special attention should be given to the students in the tutorial classes.

7. Corrective classes should be conducted for the weaker students based on the results of class tests.

8. The students should be provided with training on communication skills, personality development, time management and motivational sessions.

9. Academic and personal counseling should be given to the slow learners by the tutor, mentor and the counseling cell.

10. Bilingual explanation and discussions should be imparted to the slow learners after the class hours for improving understanding.

11. Arrangement should be made to engage advanced learners for providing the support to the slow learners to make their learning process more participatory and interesting.

12. Encouraging the group learning activities, practical and workshops.

13. The support of the alumni should also be used effectively to motivate and mentor slow learners.

The process of giving additional inputs to the advanced learners and the slow learners will be an effort to make the students perform better.

Even if the students are identified as slow learners or advanced learners in the class they should not be labeled as the extra ordinary or poor but they need to be treated equally with supportive care and appropriate pedagogical systems so that the talented can perform better and the less talented can set their goals to achieve.
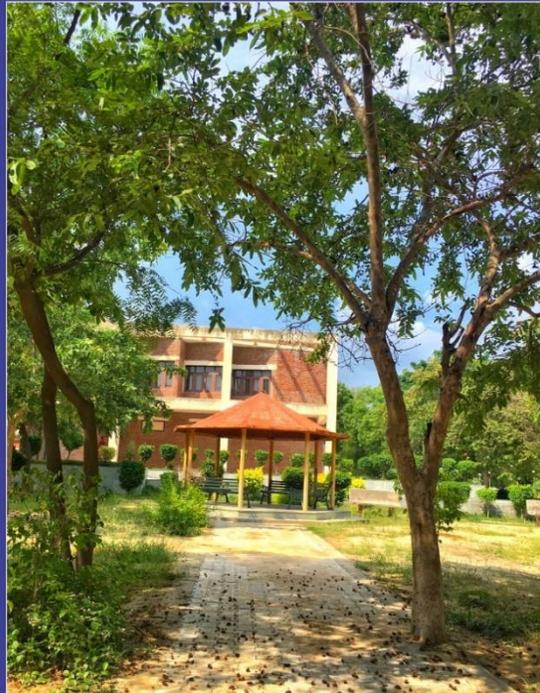
Overall mentoring and facilitating efforts of the faculty and university administration is an initiative in brining the best out of the students.

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Dabwali Road, Bathinda (Pb.) - 151001

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