

DEPARTMENT OF PHILOSOPHY
SLOW & ADVANCE LEARNER POLICY

The Department of Philosophy of Rama Krishna Sarada Mission Vivekananda Vidyabhavan committed to the academic excellence of its students. For this, the faculty members take different initiatives to bring all round development of our students. One of such initiatives is, Advance and Slow Learner's class. For this, the Department has adopted a policy in accordance with the policy of the Institution, to guide our students according to their needs.

Who are advanced learners?

The term advanced learner in this policy refers to the students who can engage learning activities faster than the other students in the class and achieve high scores and make significant achievements in their life. They are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. These students are in a great extend gifted and talented than the others in the class. They can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

Who are slow Learners?

The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons 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 poor and may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language

The primary goal of creation of this policy is to assess the learning capacity of the students and provide them guidance accordingly.

Specific objectives:

- Identification of the slow learners and advanced learners in the class.

- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners
- To boost up the confidence of slow learners and to minimize the barriers and help them out for enhancing their skills in respect of learning processes
- To encourage to the advanced learners to be excellent achievers
- To bridge the gap between slow and advanced learners.

Policy for identification of slow and advanced learners:

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 test, the names of slow and advanced learner will be sorted out based on their marks and a letter will be given to the Principal with CC to IQAC co-ordinator for getting permission of the classes that are to be arranged by the HOD.

Slow Learners:

- Taking a test on logical reasoning and other subject papers
- Class Test Scores: Less than 50 %
- Limited self-direction
- Lack of motivation and interest
- Lagging behind in dealing with higher order problems
- Low capacity to comprehend core concepts and their applications

Advanced Learners:

- Taking a test on logical reasoning and other subject papers
- Class Test Scores: Higher than 70 %
- High Grasping Capacity
- Quick Response

- Self-motivated
- High potential to deal with higher order problems
- High capacity to comprehend core concepts and apply them in real world situations

Strategies undertaken for tackling slow and advanced learners:

After the identification of the learners, the department’s following policies are adopted for **Slow and Advanced learners.**

Policy Guidelines for Slow learners:

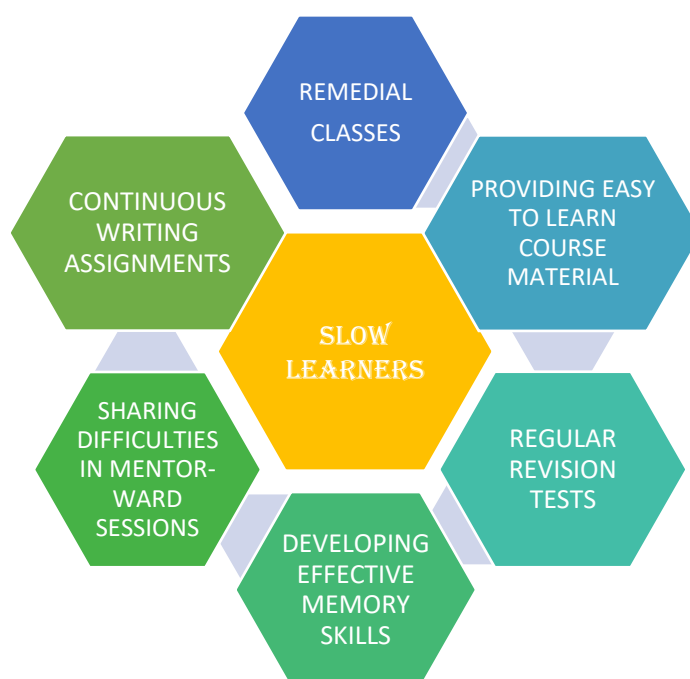
The slow learners are not to be labelled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class. They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement. The Department and individual teachers should help the slow learners by giving proper guidance and support to them. The policy adopted by our department are:

- (i) **Remedial Classes:** conducted regularly for the identified slow learners, as per the schedule prepared. During these classes, teachers are expected to engage in problem solving exercise, provide additional study materials and notes, etc. to the students, direct their creative energies towards concept clarification so as to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled.

The mandates of the remedial classes thus would be -

- Provision for simplified but standard lecture notes/course material (Providing handwritten notes for easy understanding).
- Giving additional learning materials like question bank, university question papers etc.
- (ii) The students are given with training on communication skills, personality development, time management and motivational sessions.
- (iii) Revision of topics at regular intervals.

- (iv) Guidance programmes for enhancement of communication skills and art of reading-learning like student's seminar, one to one interactive teaching.
- (v) Guidance through mentor-ward scheme: Mentoring and connecting with faculty members would set up a healthy relationship between the students and the faculty. Small groups of students with a faculty mentor is formed for discussions and open thinking towards the self.
- (vi) Conducting activities to enhance their memorization skill and writing aptitudes.
- (vii) Personal attention and counselling.



Policy Guidelines for Advanced learners

- (i) Advanced learners are motivated to strive for higher goals.

They are provided with special guidance class to give additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations

- (ii) Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations.

- (iii) Helping them to participate in group discussions, debates to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills.
- (iv) Encouraging them to participate in National/ International Conferences and also to make presentations.
- (v) Stirring the advanced learners to make quality publications and creative contributions to the academics.
- (vi) The mentors should provide them stress management trainings to develop balanced mental and physical health.

the slow learners.

- (vii) The advanced learners are to be motivated to accept Peer Teaching Assignments.
- (viii) The advanced learners are to be encouraged to develop extended Library usage skills.
- (ix) Special assignments should be set for advanced learners to crack more challenging questions in exam.
- (x) Giving them writing assignments on more challenging topics.



The faculty members also decided to give yearly report of the slow and advanced learner classes to show the progress of the students.

Outcome:

Keeping in mind the vision of the Institution, the Department of Philosophy is committed to facilitate knowledge, develop critical thinking power and learn skills and abilities to cope with the outer competitive world both academically and non-academically. Though it is true that furtherance of academic excellence is one of our objectives, we also care for those who are not so fortunate to fare well in academics. The advanced and slow learner classes aim to bridge these two differently abled categories of students and make each of them achievers in their own capabilities.
