



# MODERN COLLEGE OF PROFESSIONAL STUDIES

(Approved by NCTE & Affiliated to C.C.S. University, Meerut)

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## POLICY FOR SLOW AND ADVANCED LEARNER

### 1. Introduction

By and large students differ from one another physically, intellectually, scholastically; emotionally and culturally. Our goal as educators at M.C.P.S is to help our students reach their full potential. When we work with students who struggle to learn concepts, we try multiple strategies to help that child succeed and grow. What happens when we meet Advanced Learners who already know the majority of the content we're teaching? Or a student who masters concepts after one example? These situations pose serious challenges in front of the teacher and require differential treatment for the purpose of a common understanding.

This policy paper is recognized as the “Policy on Advanced and Slow Learners” of Modern College of Professional studies Ghaziabad. Through this policy the college 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 develops significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the College without forgetting the average performers, we can describe slow and advanced learners as follows:

### 2. 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. They also may have hard working behaviours and usually achieve more than the majority of the classmates. These students are in a great extend gifted and talented than the others in the class. These students 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.

### 3. 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.

### **C) Methods of Identification:**

The students assessed to identify their learning levels by different mechanisms. The Percentage in the University examinations, and the performance in the initial stage of the programme including orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the University. 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 Percentage Achieved. 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.

To check the effectiveness of teaching and learning and to evaluate the performance of the student, we use the mechanisms listed below:

1. Internal Assessment, / Tutorials
2. Continues Assessment of Practical Work
3. Performance of student in University Examinations
4. Participation in Conferences, Seminars, and projects
5. Attendance for Theory and practical classes.
6. Communication Skills and Behaviors Traits

The purpose of assessment of the learning levels of the students and conduction of activities for them is:

1. Identification of the slow learners and advanced learners in the class.
2. To ensure that slow learners and advanced learners are taken care as per their needs.
3. To help them out for improvement in their academics.

### **D) Policy Guidelines for Advanced learners**

1. Advanced learners are 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 research projects to inculcate research orientation and higher studies aspirations.
3. Helping them to participate in group discussions, Debate, quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills. They are Encouraged to participate in National, International Conferences, Webinar and also to make presentations.

4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.
7. The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
8. They are made the supporters to the average and the slow learners.
9. Offering special coaching for competitive examinations or better career planning and growth.
10. Conduction of workshops to improve their communications skills, presentation skills and personality development.
11. Organizing activities to promote their interactions with the subject experts and develop critical thinking abilities.
12. Advanced assignments or tasks should be assigned to advanced learners.
13. Field Visits and internships.

### **E) Policy Guidelines for Slow learners**

1. The slow learners are not 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.
2. They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
3. The Department and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize remedial Classes for them.
5. Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Slow learners are specially advised and counselled by a teacher guardian and the subject expert.
9. The students are given with training on communication skills, personality development, time management and motivational sessions.
10. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
11. Academic and personal counselling are given to the slow learners by the tutor, mentor and the counselling cell.
12. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
13. Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.
14. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
15. Peer education strategies are effectively used.

16. Encouraging the group learning activities and practical will be useful to the slow learners.
17. Assignments and solving University question papers.
18. Provide Subject wise Question bank for Study.

**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.
10. Timely conduction of slow learner's activities.



Principal

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