



Rayat Shikshan Sanstha's
Karmaveer Bhaurao Patil College,
Vashi, Navi Mumbai
[Autonomous]

Policy Document on
SLOW, MODERATE AND ADVANCED LEARNERS
PROGRAMME

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KARMAVEER BHURAO PATIL COLLEGE
VASHI, NAVI MUMBAI 400 703.

Policy Document on Slow, Moderate and Advanced Learners Programme

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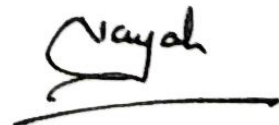
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POLICY ON SLOW, MODERATE AND POLICY ADVANCED LEARNERS PROGRAMME

This policy paper is recognized as the “Policy on Slow, Moderate and Advanced Learners” of the Rayat Shikshan Sanstha’s, Karmaveer Bhaurao Patil College, Vashi. 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 persuades the teachers to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the college education system without forgetting the average performers.

I) The Concepts

1) Slow Learners

The slow learners are always the poor achievers and lag 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 to the teaching-learning process and can drop out or fail the programme. The poor performance may not be a sign of 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.

2) Moderate Learners

Moderate learners have an average range of academic abilities. They can understand and apply concepts with a standard level of support and engagement. Moderate learners are good in subject knowledge and progressive in visual-spatial, linguistic verbal, interpersonal, and intrapersonal ability but average in logical-mathematics

The departments conduct the session on writing skills (essays, reports, letters and Dialogues) Installation of softwares, (ACE Language, Python, Logisim)organising Fest and introducing Techniques and formulas to improve visual-spatial, logical and Mathematical intelligence ability.

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3) 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 behaviors and usually achieve more than many of their 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, and strategies, and also can take the leadership in the teaching and learning activities.

II) Methods of assessment

The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations and Competitive entrance examinations (knowledge assessment test) or based on the purely knowledge assessment test. The questions of the knowledge assessment test is based on the previous year syllabus and the knowledge required for the learn current academic year syllabus. 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 based 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.

III) Policy Guidelines for Slow learners

1. The slow learners are not labeled 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.

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4. Organize bridge classes and remedial programmes for them.
5. Conduct extra classes for the difficult subjects (based on the previous results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Corrective classes are conducted for the weaker students based on the results of class tests.
8. The students are given with training on communication skills, personality development, time management and motivational sessions.
9. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
10. Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
11. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
12. Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.
13. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
14. A guest lecture should be arranged.
15. Encouraging group learning activities and practical's will be useful to the slow learners.
16. The support of the alumni is also effectively used to motivate and mentor the slow learners.

IV) Policy Guidelines for Moderate Learners

1. Encourage faculty to adopt differentiated teaching methods to address various learning styles within the moderate learner category.
2. Implement a range of assessment methods, such as project-based assessments, to provide opportunities for students to demonstrate their understanding in different ways.
3. Offer enrichment programs or elective courses to provide moderate learners with opportunities to delve deeper into subjects of interest or explore additional challenges.
4. Establish a system for regular progress monitoring to identify students who may need additional support or enrichment.
5. Provide timely feedback to moderate learners, allowing them to track their progress and make informed decisions about their academic paths.

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6. Encourage peer collaboration and support to create a sense of community among students with varying learning needs.
7. Promote an inclusive and supportive classroom environment where moderate learners feel comfortable expressing their ideas and seeking help when needed.
8. Periodically review the effectiveness of the policies in place for moderate learners.

V) Policy Guidelines for Advanced Learners

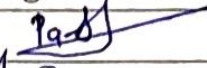
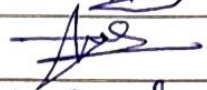

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher-level competitive examinations
2. Motivating them to be involved in research projects to inculcate research orientation and higher studies aspirations
3. Helping them to participate in group discussions, and technical quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences 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
5. They are given special prizes special facilities and special scholarships for making their ideas become visible.
6. Startups and research work are offered the advanced learners. Seed money can be offered to advanced learners to implement their innovative proposals implemented.
7. The mentors give higher goals and make the advanced learners get higher levels of personality development and stress management training.
8. They are made the supporters to the average and the slow learners.
9. Students enrolled in MOOC Courses

The process of giving additional inputs to the advanced learners and the slow learners is not an effort to make the students average achievers but to make everyone better achievers. Even if the students are identified as slow learners or advanced learners in the class they should not be labeled as extraordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented

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also make their goals in life achieved. The mentoring and facilitating efforts of the teachers and the college administrative system will be a great investment in achieving the best results and performance of the students.

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