



# SGT UNIVERSITY

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY  
(UGC & AICTE Approved) Gurugram, Delhi-NCR

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## Policy for Slow and Advanced Learners

### Background:

Students basically differ from one another in terms of cognitive development as well as affective attainments and thus some students are slow in learning while others learn at an advanced pace and level. NEP-2020 underlines the fact that a good education institution is one in which every student feels welcomed and cared for and where a safe and stimulating learning environment exists. Of late there is an increasing emphasis on making teaching and learning process student centric and inclusive, with quality and equity. Thus there is a pressing need to formulate a policy in which all students- both slow learners as well as quick and advanced learners thrive and are able to achieve required levels of fruitful learning which is accomplished by assessing the abilities of students in the following manner: -

### 1. Identification of Slow and Advanced Learners:

#### a) Formal method

For newly admitted students, based on their previous academic records and observation of activities and brain storming sessions during the initial Induction/Orientation days, the students may be categorized into advanced learners and slow Learners. In subsequent semesters the identification may be more systematically based on:-

- (i) University Examination Results
- (ii) Internal Assessment
- (iii) Performance in Extra and Co-curricular Activities

#### b) Informal method

It is, however, possible to identify slow and advanced learners through an informal process of observation as well.

  
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The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom.

The most obvious characteristic of a slow learner is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations).

Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Advanced learners, on the other hand, are the students who understand a taught topic relatively fast than the other students in the class and attain high scores. They have more potential and talent than the others in the class. These students are with better academic understanding, as well.

## **2. Thrust areas of Policy for Slow learners:-**

- Orientation and Induction Programme at University and Faculty level for freshers
- Identification of slow and advanced learners by formal and informal methods
- Group formation of slow learners and activities thereby under monitoring by advanced learners
- Bridge course for first year students
- Remedial classes
- Personal counselling
- Provision of simple notes and interesting course material
- Teacher-Guardian/Mentor Mentee schemes
- Providing all need-based facilities in Departments and Libraries

## **3. Instructional Strategies and Interventions for Slow Learners:-**

### **A. Bridge Course**

A bridge course for newly admitted students is to be conducted every year before the commencement of the first semester classes. The main objective of the course is to bridge the gap between subjects studied at Pre-university level and subjects they would be studying in the University. The syllabus for the course is to be framed in such a way



that equal importance is given to both- the concerned discipline subjects and personality development, which includes soft skills, sports and cultural activities.

**B. Compensatory Teaching**

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

**C. Remedial Teaching**

Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. It focuses on basic concepts, develop better study habits, and to build confidence in the students for respective subject. Remedial teaching/class helps to close the gap between what the student knows and what he is expected to know. The instructional environment, however, does not change, as in the compensatory approach.

**D. Developing Lessons incorporating Students' Interests and Needs**

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instructions have been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

**E. Varying Instructional Techniques frequently**

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

  
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**F. Incorporating Individualized Learning Materials**

Slow learners respond favourably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners.

**G. Audio and Visual Contents**

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

**H. Providing Peer Tutors for Students needing Remediation**

Peer tutoring can be an effective aid to the targeted teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

**I. Encouraging Oral Expression Instead of Written Reports**

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

**4. Policy Guidelines for Advanced learners:**

- (i) Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth by 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, technical quizzes 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

  
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- (v) Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world
- (vi) Advanced learners may be given special prizes and special facilities like digital library laptops and special scholarships for making their ideas become visible.
- (vii) Start-ups may be offered to the advanced learners. Similarly, seed money can be offered to advanced learners to make their innovative proposals implemented.
- (viii) The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
- (ix) They are made the supporters to the average and the slow learner



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