2.6

Student Performance and Learning Outcomes

2.6.2. Attainment of POs and COs are evaluated.

Supporting Document: Policy on Advanced and Slow Learners

REGENT EDUCATION & RESEARCH FOUNDATION

POLICY ON ADVANCED AND SLOW LEARNERS

This policy document is to be considered the "Policy on Advanced and Slow Learners" of the Regent Education and Research Foundation Group of Institutions, Barrackpore. Through this policy, the institute affirms its commitment to providing the necessary support and facilitation for both slow and advanced learners to perform and achieve better in both their academic and personal lives. These guidelines are intended to help UG and PG students by identifying them as slow and advanced learners and prescribing supportive tasks for each group. Additionally, this will assist the faculties in tracking the progress of their mentees and providing suitable mentorship to them.

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A) Introduction

Generating and disseminating information at a higher level, RERF offers technical and management education through effective theoretical and practical sessions. The institute is offering Graduation, Post-Graduation and Management programs to students from rural as well as urban backgrounds not only in West Bengal but also in other neighboring states. Here most of the pupils come from lower-middle-class or middle-class social backgrounds. It is a fully private and self-financed institute and therefore caters to the needs of students from minority communities as well. Students can be admitted to any program of their choice after passing selection exams conducted by various government agencies.The ultimate goal of RERF is to prepare students to be able to handle life's obstacles and contribute to social progress via critical reflection and intellectual accomplishments. This is made feasible by increasing the academic demands and competence for advanced learners and by encouraging slower learners to attain greater academic and personal success. There will always be certain pupils in any academic program who have the capacity for comprehension, the capacity for memorizing, and the work ethic to excel and learn more. On the other hand, due to a variety of systemic or personal factors, certain students may experience a disadvantage in their learning process. The students in both of these scenarios require extra care and interventions to make their learning activities more engaging and fruitful. Thus, to assess students' abilities, particularly when beginning higher education and moving towards graduation, a faculty member must be aware of the various learning attitudes and behaviors of the students to avoid losing the interest of slow learners and turning off the advanced learners.

B) The Concept

i) Slow Learners:

Slow learners are more commonly referred to as "backward" or "mentally retarded" and "educationally subnormal" (E.S.N.). They are almost always underachievers who fall behind in school. They may fail exams or will score only poor grades. The lessons become challenging for them to comprehend, and they may struggle with comprehension, retention, reproduction,

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and integration. They also feel difficulties with critical reflections and articulations. Their motivation levels may be low, and they may find it challenging to adapt to the teaching-learning process. Sometimes the difficulties of adjustment lead to dropping out or failure in the program. Students who are slow learners have reduced capacity for a variety of reasons during the educational process. There are various causes for sluggish learning, including poor background, illiterate parents, cultural issues, and parental avoidance throughout the early years of childhood, between the ages of 2 and 6 years; or even the inability to converse in an unfamiliar language. Sometimes it is due to mental illness also. So, poor performance may not be an indication of insufficient skill or talent; rather, it may be the result of ineffective teaching strategies, problematic family dynamics, a lack of support and motivation, or even illogical learning procedures. The goal of this assignment is to identify the issues that slow learners face, as well as effective teaching strategies that will help them become better people in our society.

ii) Advanced Learners

The term "advanced learner" in this regulation refers to students who can complete learning tasks more quickly than their classmates, acquire high test scores, and make notable contributions to society. With their abilities in understanding, memorizing, critical thinking, creativity, and contextualization, they have greater potential. Additionally, they could exhibit workaholic traits and frequently outperform their classmates in terms of academic performance. These pupils outperform the other students in the class in terms of talent and giftedness. They are also capable of undertaking more challenging work. They can bring some new concepts, strategies, and also can take leadership in the teaching and learning activities.

C) Method of Assessment

Different methods can be used to evaluate the pupils' learning levels. the success in the qualifying exams, the competitive entry exams, and the performance during the program's first phase. The student's benchmark can be set at this level. They can then be regularly evaluated based on their performance in extracurricular and co-curricular activities throughout the

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program as well as their exam scores at various levels. The evaluation method could involve using statistics to create the three levels of High, Average, and Low. The change in the students and their levels of achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

Analysis

- Results of previous examinations
- Results of internal assessments
- Observation of the subject teacher

Sl. No.	Parameter	Weightage in Percentage
1.	Results of previous examinations	25%
2.	Results of internal assessments	50%
3.	Observation of the subject teacher	25%

- ○ For all programs, the corresponding subject teacher identifies the slow and advanced learners for each of the topic separately.

- ○ The identifying procedure would be based on the previous exam result, taking into account the class performance during the current academic session and personal observations of the respective subject teacher.

- ○ The students will be valued on a scale of 10 by the respective teachers.

- ○ The report should be prepared on scale of 100 for the total class. The students should be identified as slow learners securing marks below 50% and identified as advanced learners securing marks above 70%.

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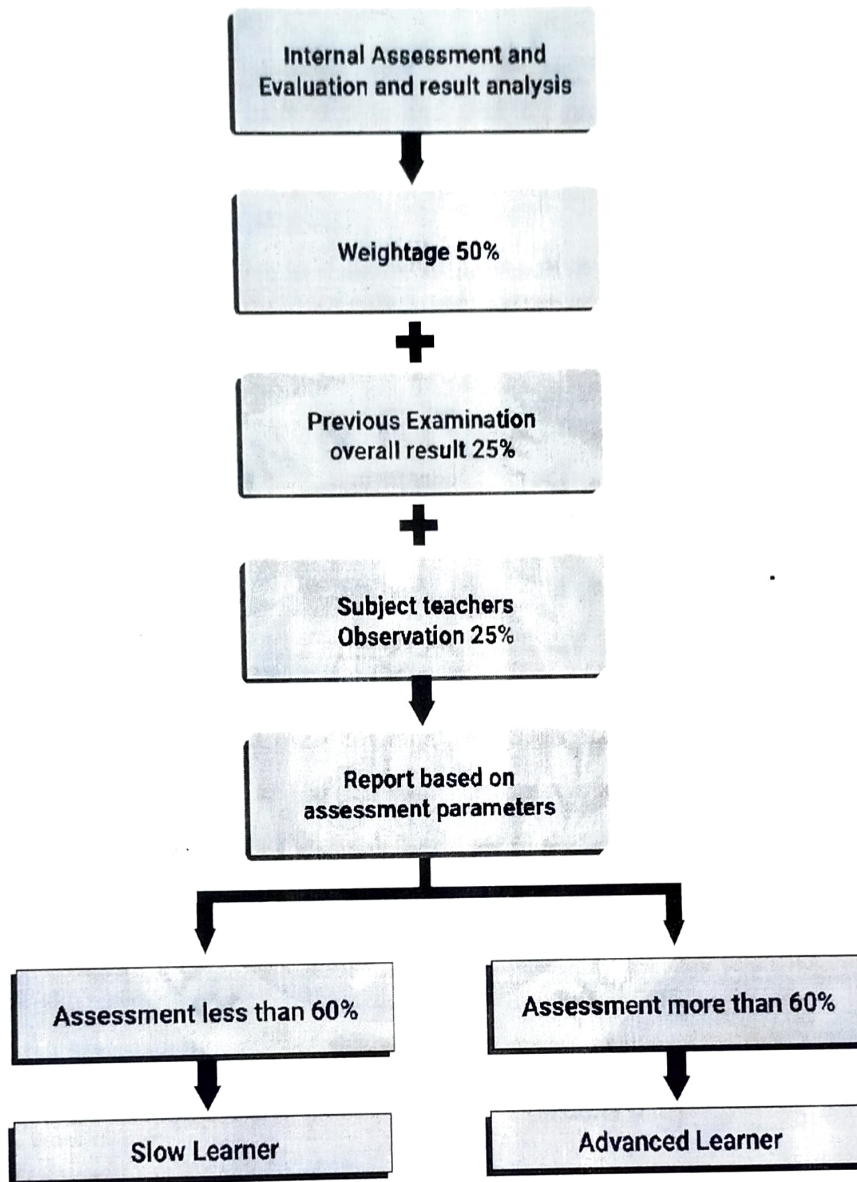Barrackpore, Kolkata- 700121

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│   Internal Assessment and   │
│ Evaluation and result analysis │
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              ▼
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│        Weightage 50%        │
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│     Previous Examination    │
│     overall result 25%      │
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│       Subject teachers      │
│       Observation 25%       │
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│       Report based on       │
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│ Assessment less  │  │ Assessment more  │
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│   Slow Learner   │  │ Advanced Learner │
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D) Policy Guidelines for Advanced Learners

i)   Advanced learners are motivated to endeavor for higher goals. They are provided specialized tutoring for higher-level competitive examinations with additional input for improved career planning and progress.

ii)   To encourage participation in research initiatives to foster a research focus and desire for higher education and give presentations at national and international seminars/conferences.

iii)   Assist them in group discussions and technical quizzes, which will help to build their analytical and problem-solving skills and enhance their presentational talents.

iv)   To stir the advanced learners for creative contributions to academics as well as to the practical world and provision to explore the talents through MoU's with reputed organizations.

v)   To inspire them to get engaged in certificate/value added courses to nurture their skills on SWAYAM, NPTEL, Course Era etc.

vi)   To offer Start ups to make their innovative proposals implemented and assistance for industry internships and field trainings.

vii)   The mentors give higher goals and make the advanced learners get higher levels of personality development and stress management training.

viii)   To make them supporters to the average and the slow learners.

E) Policy Guidelines for Slow Learners

i) **Remedial class:** To conduct on a regular basis for the identified slow learners as per the scheduled timetable. In order to bridge the knowledge gap and help students succeed in the academic course in which they are enrolled, faculties are expected to engage in problem-solving activities, provide additional study materials etc.

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The directives for the remedial classes: Provision for simplified but standard lecture notes/course material, giving additional learning materials like question bank, university question papers etc., and revision of theoretical as well as practical topics.

i) To organize workshops/seminars for the enhancement of technical knowledge and communication skills.

ii) Mentor-mentee meeting on a regular basis: Healthy communication between students and teachers would be established through guidance and mentoring. For open discussion and encouraging self-reflection, a small mentee group of 10 to 15 students would be formed.

iii) Conducting activities to enhance their critical and problem-solving skills, orienting them to think.

iv) The students are given training on communication skills, personality development, time management and motivational sessions.

v) Bilingual explanations and discussions are imparted to the slow learners after class hours for better understanding.

vi) Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.

vii) Encouraging group learning activities and practical will be useful to the slow learners.

F) Improvement Assessment

After the declaration of the university results for the last semester, each faculty will be required to create a report outlining the advancement of slow learners' performance in order to close the loop.

The following documents would be required to be maintained:

- Results of the class test
- List of slow and advanced learners
- Report of performance improvement for slow learners

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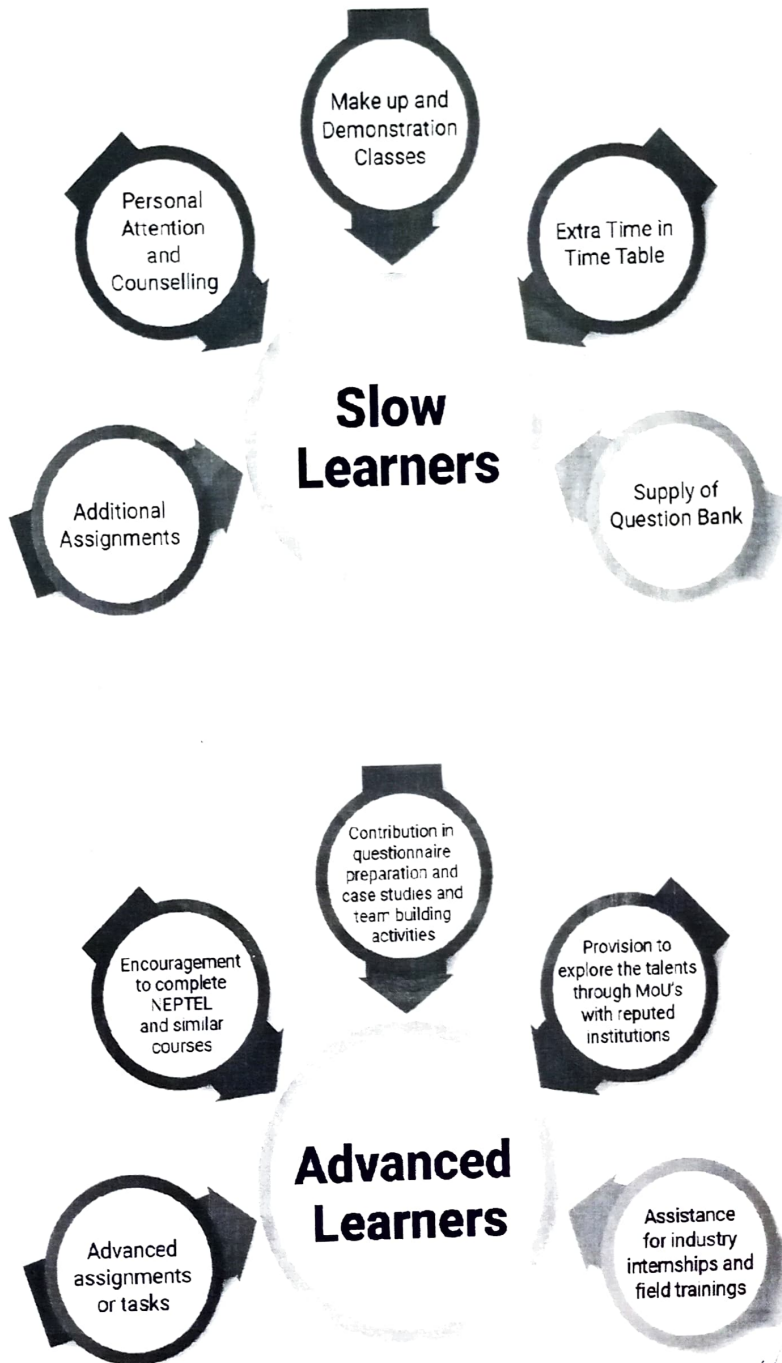Bara Kanthalia, P.O -Sewli Telinipara
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- Attendance record for sessions conducted for slow learners
- List of tasks given to advanced learners

Slow Learners

- Make up and Demonstration Classes
- Personal Attention and Counselling
- Extra Time in Time Table
- Additional Assignments
- Supply of Question Bank

Advanced Learners

- Contribution in questionnaire preparation and case studies and team building activities
- Encouragement to complete NEPTEL and similar courses
- Provision to explore the talents through MoU's with reputed institutions
- Advanced assignments or tasks
- Assistance for industry internships and field trainings

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G) Anticipated Outcomes

It is anticipated that the policy created for the advanced and slow learners would lead to an overall improvement in the end semester examinations. An increase in the percentage of students will be able to successfully plan their careers.

So, the method of providing additional input to the slow and advanced learners is not intended to make the students average achievers, but rather to make every student a greater achiever. Students should be treated equally in the classroom with supportive care and appropriate pedagogical systems, regardless of whether they are considered as slow or advanced learners in the class. This will allow the talented to achieve more, and the less talented to accomplish their life goals ultimately contributes to the improvement of the country

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