

**Pravara Rural Education Society's
College of Pharmacy (For Women), Chincholi
Tal: Sinnar, Dist: Nashik**



**Policy for Slow Learners and Advanced Learners
(2018-19)**

One Purpose, One Mission, One Dream

Introduction:

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. 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. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Differentiation within the classroom provides students with the best environment for having their academic needs met. Differentiation is the least intrusive intervention for gifted students, who - like all students - should be seen to be "only as special as necessary."

Objective:

- Helps to differentiate students among types of knowledge.
- Helps to ensure that students are practicing the "right" skills – that is, those things that you want them to learn.
- Helps to ensure that your course balances independence with guidance in a way that is appropriate for students' level.
- Helps students to learn new material in such a way that they can flexibly and appropriately use it in a variety of contexts, both in the short term and down the road.
- Helps students build metacognitive skills.

Criteria to Identify Slow Learners And Advanced Learners After Admission

The newly admitted students at the entry level are categorized as Advanced learners, Average learners and Slow learners on the basis of their marks obtained in MHT-CET- the entrance examination for admission to First Year B Pharm conducted by State Government.

The percentile score of the student is calculated by comparing with the highest mark scored by the admitted student in MHT-CET. Accordingly students are categorized as follows:

Advanced Learners – 80 % and above

Average Learners – 50%-80%

Slow Learners – Below 50%

During the internal theory and practical sessional examination and continuous assessment, faculty monitors the performance of the students for respective courses. Based on it student are further grouped into slow learner if they scores less than 40% marks in any of the first continuous internal assessment and first ten toppers as advanced learner.

Broad Guidelines to Identify Slow Learners and Advanced Learners

The learning style of student is assessed online through questionnaires on www.webtools.ncsu.edu/learningstyles/. The learning style of students such as Active, Sensing, Visual, Sequential, Reflective, Intuitive, Verbal and Global are identified.

The learning level of the students after admission is assessed by:

1. Results of their previous examinations.
2. Interactive sessions.
3. Continuous evaluation.
4. Performance in regular classes.

Student who scores less than 40% marks in their any of the first CIE are considered to be low performers while and first ten toppers as advanced learner. At the institute, each faculty is assigned the responsibility of some students as a teacher guardian (mentor). The mentor identifies the slow learners and advanced learners of his/her group and provide differential mentoring so as to help the slow and advanced learners“ bank on their strength and reach their full potential.

The identification of slow learners is carried by close monitoring, feedback and follow up. The designated mentor is the point at which such cases are easily identified and remedial measures initiated to effectively control the dropout cases. Special learning attentions are provided for these weaker sections through tutorials. Problems are identified through their counselors and remedies are proposed.

Broad Guidelines of activities conducted for Slow Learners

The learning needs of slow learners are countered by

- a. Regular counseling during mentoring sessions for improvement in performance.
- b. Remedial classes.
- c. Expert lectures
- d. Tutorial classes for some difficult subjects.
- e. Providing study material and question bank to students.
- f. One to one interaction with subject experts.
- g. Giving assignments to boost their confidence level.
- h. Discussions on critical topics and motivating them to ask their doubts.
- i. Monitoring their attendance.
- j. Conducting class tests
- k. Special Guidance Scheme

Broad Guidelines of activities conducted for Advanced Learners

For advanced learners various challenging opportunities like paper presentations in conferences are opened to make use of. Further, they are advised to participate in various inter college fests which adds value to their exposure and résumé. The advanced learners are motivated to undertake enrichment and add-on courses on priority basis. The advanced learners are also guided to pursue higher education and provided guidance for higher courses by holding special sessions for GPAT/NIPER/CET/MBA etc.

The advanced learners are provoked by:

- a. To appreciate academic excellence, top rankers are felicitated and rewarded every year during annual social gathering and *Accolade*.
- b. Extra guidance provided by faculty through personal interactions motivating the students for better performance in competitive exams.
- c. Motivating and providing career guidance for higher studies, employability, entrepreneurship, etc.
- d. Conducting preparation classes and assessment modules for the GPAT and other competitive examinations.
- e. Interaction with alumni through alumni association.
- f. Assigning seminars/projects and group leadership.
- g. Arranging guest lectures, seminars and workshops.
- h. Motivating and deputing the students to participate in in-house, intercollegiate or state, national and international seminars and conferences.
- i. Providing in house- training of sophisticated instruments and equipments through certificate courses.
- j. Publishing review articles on project work done by students.
- k. The college also gives “Student of the Year Award” every year.

Protocol to Measure Student Achievement:

The progress of the students is measured by noting the marks in their next CIE and/or end semester examination as compared to their previous CIE. The outcome of the activities conducted for low and advanced learners is also assessed by academic monitoring, result analysis.

Student Participation details and Outcome Records

The Students are asked to actively participate in various programmes in order to enhance their learning needs and accordingly its outcome is traced. This includes

- Industrial Visits
- Industrial Training
- Expert/ Guest lectures
- Seminars and Conferences
- Mini Projects
- Hands on training
- Remedial Classes
- Tutorial Classes
- Assignments



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**Remedial Classes Policy
(2018-19)**

One Purpose, One Mission, One Dream

Introduction:

Students with learning difficulties have the same psychological needs and characteristics as other Students. Some of them, however, may be less able to organize their perceptions or to comprehend abstract ideas and concepts. Some may have poor memory, poor level of motivation, short span of attention in work situations or associated behavioral problems. Above all, owing to encounters of failure they tend to have low expectations of themselves and, having rarely distinguished themselves at college, also have low aspirations. It must also be noted that most of the learning difficulties pupils in remedial classes encounter may not be within the student, but are relative to the context where the learning is taking place, such as the family background of the child, the physical and learning environment of the institute, and the pupils' peer groups. Once we understand this, we will begin to view our pupils from a different perspective and try to accept their learning difficulties as a transient and soluble problem. We will begin to see our pupils as children who can be taught and helped to overcome their learning difficulties. It is essential for a remedial teacher to understand thoroughly the strengths and weaknesses of their pupils so that appropriate teaching approaches can be adopted to meet their individual needs. Although these pupils are low academic achievers, they are not necessarily limited in abilities or that their attainment will remain permanently low. With proper remedial help, the use of stimulating teaching strategies, and closer supervision and more individual attention, these pupils' interest in learning will be aroused and they would make better progress.

Objective:

To give additional help to pupils who, for one reason or another, have fallen behind the rest of the class.

To provide learning support to students who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs.

To help students who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

GUIDELINES FOR THE CONDUCT OF REMEDIAL CLASSES

- Students who fail to secure less than 40% marks in any of the first Continuous Internal Evaluation (CIE) conducted by respective subject teachers are identified.
- The remedial class schedule is then prepared for the students particularly after non working hours.
- The important topics are taught as well as discuss in detail in order to give them further basic details about the content of subject.
- The attendance of students is monitored by respective subject teachers.
- Interactive and open discussion session is arranged to come up with difficult topics for particular subject.
- Further a close track of that student is kept by respective subject teacher to check the performance of the student in her next CIE and accordingly it also helps to know the outcome of remedial classes conducted.



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**Tutorial Classes Policy
(2018-19)**

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Introduction:

A tutorial is a teaching session given to one student or a small group of students. Teachers lead classes, but tutors are educators who also help students, usually one-on-one. Tutors don't give grades: they just try to help or coach students. A session given by a tutor is called a tutorial.

A tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

Tutorial is an important teaching-learning tool. It helps learners enhance their intellectual, communication and social skills. Even those who attend tutorials do so without adequate preparation although they are given one week to study the topic.

A lecture is a formal presentation conducted by your lecturer. Tutorials are smaller classes which allow discussion of lecture content and assignments. You can ask questions and clarify what you have studied. Workshops usually involve academic staff presenting themes or concepts related to the course.

Tutorial questions have multiple parts that are completed sequentially to help you work through learning a concept. Unscored tutorial questions are displayed in a separate window and do not count toward your assignment score.

Objective:

- To help students, usually one-on-one.
- To transfer knowledge that may be used as a part of a learning process.
- To help students enhance their intellectual, communication and social skills.

GUIDELINES FOR THE CONDUCT OF TUTORIAL CLASSES

- Tutorials are conducted as per the College Time Table.
- Tutorials help to boost and motivate both the slow and advance learners in order to meet their learning demands.
- In tutorials the respective subject teacher gives questions to solve which are frequently asked in End semester examinations.
- Then the teacher discusses those question and provides an in depth insight solution for the particular question/problem.
- Also the bifurcation of marks of particular question is discussed and made known to the students.
- So student can properly analyze and solve a particular question as per weight age within a specified time.
- Further a close track of student is kept by respective subject teacher to check the performance of the student in her next CIE/ End Semester examination and accordingly it also helps to know the outcome of tutorial classes conducted.



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