

**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/](http://www.webtools.ncsu.edu/learningstyles/). The learning style of student's 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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