

Narula Institute of Technology

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POLICY FOR Advanced and Slow Learner

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A handwritten signature in black ink, appearing to be 'N.S.', with a flourish underneath.

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NARULA INSTITUTE OF TECHNOLOGY

**(An Autonomous Institute under the affiliation of Maulana Abul Kalam
Azad University of Technology)**

81, Nilgunj Road, Agarpara, Kolkata - 700 109, West Bengal

POLICY FOR ADVANCED AND SLOW LEARNERS

Through this policy, the institute intends to ensure the vital facilitation and support for the advanced learners to help them become excellent achievers and slow learners to become better performing and achieving students in their own professional fields. The policy also encourages the departments to develop significant strategies and its systematic implementation for the benefit of both the advanced learners and slow learners.

OBJECTIVE

The objective of forming a policy for the advanced learners and the slow learners is to make every one of them better achievers in respect of their potentials without compromising the inclusive growth of every individual. Even if the students are identified as slow learners or advanced learners in the class, they should not be labelled as "extraordinary" or "poor," but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that everyone becomes successful in their respective professional careers. The facilitative efforts of the teachers and the administrative system are aimed at fulfilling the objective of outcome-based education in an inclusive manner.

ADVANCED LEARNERS

The term "advanced learner" in this policy refers to students who are able to engage in learning activities faster than other classmates, earn high grades, and accomplish significant life goals. Their comprehension, retention, critical thinking, creativity, and contextualization ability indicate promising potential for the future. These students are capable of managing greater academic challenges and responsibilities. They can contribute new ideas and strategies, as well as assume leadership in many professional activities.

Policy Guidelines for Advanced learners

- Advanced learners are to be motivated to strive for higher goals. They should be provided with additional facilities for better career planning and growth by offering special support for higher level competitive examinations.
- They must be encouraged to aspire for higher education at reputed organizations by providing facilitative support for networking with renowned professionals/alumni.
- They must be engaged in quality projects in order to inculcate the necessary aptitude for research and innovation.
- They should be guided properly to make quality publications and creative contributions to the academic as well as to the practical world.

- They must be encouraged to participate in various technical competitions like hackathons to strengthen their analytical and problem-solving abilities.
- They should be provided ample opportunities to improve their presentational skills through engaging them in various anchoring roles, group discussions, paper/project/idea presentations etc.
- They must be encouraged to participate in various technical events like seminars, conferences, workshops to expand their scope of knowledge beyond curriculum.
- Advanced learners with poor economic background may be offered special financial assistance to ensure their smooth academic journey.
- Advanced learners may be provided with specialised assistance so that they can get proper platform for their innovative start-up/patentable ideas. Advanced learners may also be provided with seed funding to implement their innovative proposals.
- The mentors must help the advanced learners to improve their soft-skill and boost their mental strength in managing stress of student-lives.
- Advanced learners should be involved in various beyond the curricular programs for their all-round personality growth.
- Advanced learners may be given additional responsibilities for offering supports to the slow learners which in turn may help them develop compassionate attitude towards needy.
- Advanced learners showcasing their achievements in various fields must be felicitated every year with cash prizes and certificates.
- Advanced learners should be encouraged to enrol in multiple MOOCS certification courses that may add extra value to their academic profiles.
- Advanced learners should be persuaded to avail multiple internship opportunities.
- Feedbacks from the advanced learners should be given due attention for overall improvement of the academic environment in the institute.
- Advanced learners should be given opportunities to organize various institutional events so that they can develop their leadership skills.

SLOW LEARNERS

In general, slow learners underachieve and fall behind in academia. They may fail exams or receive low grades. Slow learners find it challenging to comprehend the lessons and may struggle with its comprehension, retention, and application. Their articulations and critical reflections may be inadequate for prospective professional life. Their lack of motivation may



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also make it difficult for them to cope up with the teaching - learning process, resulting in their dropping out. The poor performance is not necessarily indicative their lack of ability or talent, but also may be due to ineffective teaching – learning process, poor societal background, insufficient motivational supports or even the inability to converse in a non-native language.

Policy Guidelines for Slow Learners

- Slow learners should be provided extra care by enabling them to achieve more without being publicly labelled as underachievers in the class so that their academic spirits are not negatively affected.
- Special monitoring is needed for the slow learners so that they do not become victims of bullying in the student community.
- Mentors must help the slow learners by providing them proper guidance and emotional support.
- The answer-scripts of the slow learners should be analysed meticulously to identify their weakness.
- Slow learners should be given extra study-material related support by offering them more comprehensive lecture notes, video lectures, books as references.
- Special bridge courses, remedial classes and extra assessment tests should be conducted for the slow learners.
- Special attention should be given to the slow learners by the instructors in the tutorial classes to ensure a more active participatory role.
- Slow learners are to be specially counselled by the mentors periodically to monitor their progress.
- Slow learners may be given extra-training on communication skills, personality development, time management and motivational sessions.
- Under supervision, advanced learners may be engaged in specially designed coaching sessions in the form of workshops to assist slow learners. The support of the peer-level advanced learners for the slow learners during coaching sessions may make their learning process more participatory and interesting.
- The scope of bilingual explanation and discussions should be explored for the slow learners during the tutorial sessions to enhance the understating of the taught lessons.
- More group learning activities are to be planned for the slow learners.
- The support of the alumni may also be effectively used to motivate the slow learners.



Policy Guidelines for Methods of Assessment

Different mechanisms can be used to assess the students' learning levels. The performance of a student in the qualifying examinations, slot tests, and assignments may be taken as explicit indicators of the competency level. Even the performances at the initial stage of the program, including the bridge and orientation sessions, can be considered in assessing the overall aptitude of a student for the chosen program. The holistic development of the students can be additionally assessed considering their performances in extra-curricular and co-curricular activities at various stages throughout the programme.

The quantitative assessment criteria for identifying slow and advanced learners can be formulated based on certain threshold values with respect to the overall scores obtained by the students. The threshold boundary to differentiate slow and advanced learners may simply be set at 60%. Implicitly, there exists a group of mediocre students scoring in the vicinity of the threshold boundary whom we neither definitively associate with slow learners nor with advanced learners. In order to adopt a more general approach for categorising competency levels, the students may be classified as weak (scoring less than 50%), mediocre (scoring between 50% and 70%), or bright (scoring greater than 70%).

Each course instructor is also advised to use various assessment tools for evaluating the course-specific competency level of a student. A student's course-specific competency level helps to determine whether the student is a slow learner or an advanced learner in relation to the course. A program-specific rubric may also be prepared to identify slow and advanced learners based on their levels of achievement measured through various assessment tools. The gap in the levels of achievement should be analysed using the rubrics, considering the performances of a student at multiple stages during the entire program, so that appropriate interventions can be made at the opportune time.



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