



**GOVERNMENT MINIMATA GIRLS COLLEGE
KORBA (C.G.)**



**MANUAL FOR SLOW
AND ADVANCED LEARNERS**

Internal Quality Assurance Cell



INTRODUCTION :

Every student has different learning habits. Teaching learning and teaching methodology has to be adapted such that the teacher does not lose the attention of the slow learners and turn off the advanced learners. This process manual is an assurance to the fundamental facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing in the academic and personal life. The manual provides guidelines to the teachers for identification and development of significant strategies and scientific implementations to benefit both Slow and Advance Learners without ignoring the Average Learners.

For 1st year student's admission based on their previous academic records and observation of activities and brain streaming sessions during one week Induction/Orientation Program, the students are categorized into advanced learner and Slow Learner.

For other year students based on their preceding exam performance, current subject performance, and class observation, learning speed students can be classified in two groups: advanced learners and slow learners. Each type of students has different learning attitudes and learning habits. A faculty must adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners..

OBJECTIVES :

The purpose of assessment of the learning levels of the students and conduction of activities for them is • Identification of the slow learners and advanced learners in the class

- After identification and analysis, to provide a proper solution for improving their performance and build a successful career
- To help them out for improvement in their academics.

The remainder of this manual describes the constituent parts of the slow learner and advanced learner identification process, activates for them including guidance on process and Protocols followed to measure achievements.

IDENTIFICATION PROCESS:

Orientation Induction Program : After admission process the first-year students are welcome through Orientation Program in which the students are introduced about the college, teaching learning facility and code of conduct.

Mentoring : All the students are divided among regular teachers. The mentor takes care of their mentee and analyses its performance in Attendance, academic activities, co-curricular and extra – curricular activities.



After admission student profile is filled and all students are taken under observation and identification phase. The process of identifying slow and advanced learners is as shown in the figure 1. All students of a particular batch are assessed on following parameters:

Sr. No	Assessment Key Points	Weightage
Internal Assessment (50%)		
	Unit Test/Quarterly Exam	20%
	Assignment/Class responsiveness/Seminar	20%
	Attendance in Class	10%
External Assessment (50%)		
	University Exam/Board Exam Result	50 %

Based on above assessed parameters students are classified into three groups:

- If aggregate score in Internal Assessment is $< 45\%$; Slow Learners.
- If aggregate score in Internal Assessment is $> 60\%$; Advanced Learners.
- If aggregate score in Internal Assessment score is $\geq 45\%$ and $\leq 70\%$; Average Learners

All the above details are provided by the concerned subject teachers to the concerned faculty mentor. These details are maintained in the Mentee record.

Student Profile Form / Mentee :

Information Form All faculty mentors are required to maintain the student detail of each and every student of their respective batches in the Mentee Information Form. This record is helpful in maintaining the student data and his/her personal information and to connect faculty mentor to parents/guardians.

Mentor's Diary:

Every faculty mentor maintains Mentor's Diary. The mentor's Diary consists of record of the students of a particular batch assigned under the faculty mentor.

Following records are to be maintained in Mentor's Diary:

1. Student Profile Form / Mentee Information Form
2. Performance in Internal Assessment
3. Assessment learning level of students as per the process as shown in Table 1.
4. List of slow and advanced learners of their batch.



5. Remedial measures taken and details (circulars and notices) regarding conduction of remedial classes. 6. Post remedial measures assessment of the students.

7. Records of activities for both types of learners.

Roles and Responsibilities of Subject Teacher:

Subject Teacher is responsible for carrying out different aspects of slow learner and advanced learner identification and activities to be conducted Subject Teachers will be responsible for:

- Conducting class test/Quarterly exams etc.
- Evaluation of class test answer sheets and preparing the class test result report of class
- Preparing and maintaining report for whole class based on parameter decided for assessment of the learning levels of the students with their weight age
- Preparing separate list of slow and advanced learners.
- Preparing schedule for extra sessions /problem solving sessions / revision sessions for slow learners.
- Report of performance improvement for slow/Advanced learners
- List / Record of tasks given to Slow/ advanced learners

Special Programs for Advanced and Slow Learners

For advanced learners:

1. Departmental Seminar presentation and Discussion.
2. Advance Reference Books in the Library.
3. Guidance for competitive exams like UGC-NET etc.
4. Question banks for various comeptitive exams.
5. Encouraging participation in academic webinar/seminar.
6. Advance learning material link shared in Whatsapp group.
7. Seminar and presentation in specific topic.

For slow learners:


1. Special attention and counselling after class.
2. Bilingual textbooks in the Library facilitate the slow learners.
3. Previous years question papers provided.
4. Study materials for Slow Learners.
5. Organised Special doubt sessions.




6. Advanced ICT tools used for teaching for more elaborated understanding of concepts.
7. Poor performance or short attendance or any other issues are duly communicated to parents and discussed over during the Parent-Teacher Meetings.

Expected Outcome

- Timely conduction of slow/Advanced learners activities
- Records based on student progress and observation.
- Improvement in University Exam.


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