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Introduction

On the basis of their preceding exam performance, current subject performance and class observation, learning speed students are classified in two groups; advanced learners and slow learners. Each type of students has different learning attitudes and learning habits. A faculty has to adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners. The objective of such assessment process of the learning levels of the students is

- i) To identify the factors affecting the student's performance.
- ii) To analyze them with respect to the institutional framework.
- iii) After identification and analysis, to provide a proper solution for improving their performance and build a successful career

PROCESS TO IDENTIFY SLOW AND ADVANCED LEARNERS

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:

Assessment Criteria Weightage

1 Problem Solving Skills: 1) Class Tests 20% 2) Assignments 25% 3) University Exams 30% 4) Quizzes 20% 5) General Awareness 5%

2 Other parameters: 1) Ability to answer the questions in class 2) Attentiveness

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





If performance score < 50%; Slow Learners

If performance score > 75%; Advanced Learners

Between 50 to 75 %, there is a wide band of students who do need special attention.

All the above details are provided by the concerned subject teachers to the concerned faculty advisor.

SLOW LEARNERS

If the performance score of the student is below 50% then the student is considered as slow learners. Faculty advisors continuously takes care and monitors the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They also interact frequently to understand and assist students with issues that affect their ability to learn. Further, they communicate with the parents and also inform them about the report after the completion of each assessment test. For encouraging and motivating slow learners special attention is paid to them and a systematic procedure as explained in detail as below is followed:

Remedial classes: conducted for both theory and practical sessions.

Compensatory teaching: Provisions in weekly time table by adding extra one hour to conduct problem solving sessions /revision sessions/extra sessions.

Assignments and solving University question papers: Provide solutions of questions papers from last 5 years

Counseling session: Assist students in their weak areas of performance and suggest improvements

Personal attention: Providing special attention non-academic parameters such as Communication Skill, Public Speaking Fear, Indecisiveness Regarding the Carrier Goals, and Managing Academics & Personality.

Such students are given regular class tests in order to improve their performance in the university exam.

Further faculty members revise the tough topics as per the students requisition and provide university question bank and discuss the way of presenting the answers in the exam to score marks.


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ADVANCED LEARNER

If the performance score of the student is above 75% in a semester then the student is considered as advanced learners. Such students are encouraged to participate in advanced learning related activities For encouraging and motivating advanced learners some of the special activities, not restricted to, listed herewith are followed:

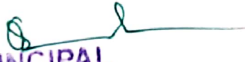
Advanced assignments or tasks are assigned to advanced learners

Encouragement to complete CA/ICWA/CS/Advanced courses

Encouragement Participation in Seminars/Conferences/Commerce Events

Platform providing through MoU's with various reputed Industries/Research institute.

Advanced learners are selected to be the committee coordinators of different technical as well as cultural committees.


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