

ASSAM
down town
UNIVERSITY

Differential Learning Policy

Version 1.0

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Assam down town University
Sankar Madhab Path, Gandhi Nagar,




Internal Quality Assurance Cell (IQAC)

Gandhinagar, Panikhaiti, Guwahati-26

(Permission Granted Via The ASSAM ACT. NO. VIII OF 2010, Gazette No. LGL9/2010/11)

An ISO 9001:2015 certified & NAAC accredited University

S.No.	POLICY PARTICULARS:	
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8.	Supersede	N.A
Approved By:		



POLICY ON ADVANCED AND SLOW LEARNERS

Introduction:

In every educational institute, students come from diverse backgrounds with different living standards. There are some students whose performance are outstanding and learn more with the comprehension capacity, retention ability and hard-working practices. On the contrary, some other students may find it difficult in their learning process due to various personal or academic reasons. In both the cases, students basically differ from one another in terms of cognitive development as well as affective attainments and thus some students are slow in learning while others learn at an advanced pace and level. NEP-2020 underlines the fact that a good educational institution is one in which every student feels welcomed and cared for and where a safe and stimulating learning environment exists. Of late there is an increasing emphasis on making teaching and learning process student centric and inclusive with quality and equity. Thus, there is a pressing need to formulate a policy in which all students- both slow learners as well as quick and advanced learners thrive and are able to achieve required levels of fruitful learning which is accomplished by assessing the abilities of students.

Advanced Learners:

- Students with more ability with respect to their attention, retention, reproduction, comprehension, critical thinking and contextualization practices.
- Students who actively engage in learning activities in the class and achieve high scores.
- Students who take initiatives and be ready to take up academic responsibilities.

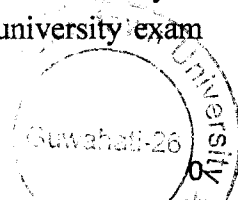
Slow Learners:

- Students with poor ability with respect to their attention, retention, reproduction, comprehension, critical thinking and contextualization practices.
- Students failing in exams or securing low percentage.
- Students with poor motivation levels and poor in adjustment with the teaching learning process and can drop out in the program.

Mechanism to Assess and Identify the Learning Levels of The Students

Assam down town University (AdtU) has a streamlined mechanism for continuous monitoring and evaluation of the students to identify Slow Performers and Advanced Learners in different phases. The students are assessed to identify their learning levels by different mechanisms.

- Slow learner and advanced learner would be identified for each program separately for all the semester.
- Process to identify slow learner and advanced learner would be conducted immediately in the beginning of every semester after declaration of preceding semester university exam result.



- Every faculty of Studies should conduct to assessment to test learning of the subject on syllabus covered till date or on first unit of 20 marks and duration of one hour to identify slow learners and advanced learners.

Slow and Advanced learners are identified based on following parameters and weightage

S No.	Parameter	Weightage (%)
1.	Marks obtained by student in objective type test/ class test/unit test conducted by respective faculty of Studies.	60%
2.	Academic Performance of students in preceding university/institution/semester/board examination.	25%
3.	Faculty of Studies' observation (on a scale of 5).	15%

- Based on above parameters, a report would be prepared for the entire class.
- The students securing marks below 60% would be identified as Slow Learners, 60% - to 80% as Average Learners and the student securing marks above 80% would be identified as Advanced Learners.

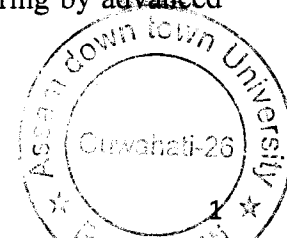
S No.	Marks Obtained by Student (%)	Learning levels of the Student
1.	Below 60%	Slow Learners
2.	60 % - 80%	Average Learners
3.	Above 80%	Advanced Learners

- Subsequently, separate list to be prepared for different types of learners for further monitoring and conduction of problem-solving sessions/ revision session for them as well as same list shall be submitted to Dean Academic Office.
- Average learner to be initially grouped with slow learners and within a month their progress to be re-accessed objectively. Depending on their result they to be placed under Slow learners or Advanced Learners.

IDENTIFICATION OF ADVANCED & SLOW LEARNERS

Thrust areas of Policy for Slow Learners: -

- Orientation and induction Programme at University and Faculty level for Freshers
- Group formation of slow learners and activities thereby under monitoring by advanced learners.
- Bridge course for first year students



- Remedial classes
- Personal counselling
- Provision of simple notes and interesting course material
- Mentor Mentee schemes
- Providing all need-based facilities in Faculty of Studies and Libraries

A. Instructional Strategies and Interventions for Slow Learners:

a. Bridge Course

- A bridge course for newly admitted students is to be conducted every year before the commencement of the first semester classes.
- The main objective of the course is to bridge the gap between subject studied at Pre-university level and subjects they would be studying in the University.
- The syllabus for the course is to be framed in such a way that equal importance is given to both- the concerned discipline subjects and personality development, which includes soft skills, sports and cultural activities.

b. Remedial Teaching

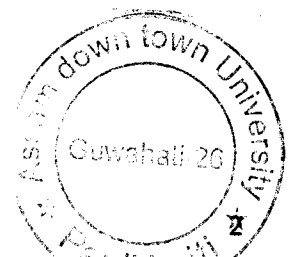
- Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow Learner is known to have.
- Remedial teaching/class helps to close the gap between what the student knows and what is the expected to know.

c. Compensatory Teaching

- Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency.
- This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations).

d. Audio and Visual Contents

- One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading.



- Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners.

e. Lesson Plan and Instructional Technique

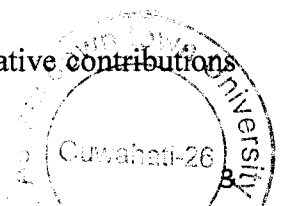
- Developing lessons incorporating students' interests and needs which helps address the short attention spans of slow learners.
- Varying instructional techniques frequently from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process.
- In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

f. Other Activities:

- Inspirational talk at beginning of every remedial class for psychological grooming.
- Corrective classes to be conducted for them based on the result of class test.
- Bilingual explanation and discussion to be imparted to the slow learners after the class hours for better understandings.
- Engage in group/peer study methodology and encourage group learning strategies.
- Design special tutorials to bridge the gap between the slow learners and advanced learners.

B. Policy Guidelines for Advanced learners:

- Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for their career progression.
- The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
- Motivate them to participate in various online courses, skill-based courses, value-based courses which are held both within and outside the institution.
- Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.



- Startups are offered the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.
- Providing opportunities to participate in case studies, debates, group discussions, technical quizzes and presentations so as to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills.
- Encouraging the advanced learners to involve themselves in research projects, quality publications & participation in National/ International Conferences.
- They are made the supporters to the average and the slow learners.

C. Listed documents to be prepare and maintained by Faculty of Studies-

1. Result of Class Test /Unit Test
2. Marks obtained based on the above parameter
3. List of Advanced Learners
4. List of Slow learners
5. Schedule of activity for low learners and advanced learners
6. Attendance record for session conducted for slow learner and advanced learners.
7. Report of performance improvement for slow, average and advanced learners to be submitted to Dean Academic Office.

