



**SHRI GURU RAM RAI**  
**UNIVERSITY**  
Quest for Excellence

# Policy On Advance Learners And Slow Learners





**“Quest for Excellence”**

# **SHRI GURU RAM RAI UNIVERSITY**

**POLICY ON ADVANCE LEARNERS AND**

**SLOW LEARNERS**

**(2023 onwards)**

## **About The University**

Shri Guru Ram Rai University (SGRRU), a nonprofit institution of higher learning founded by Shri Mahant Devendra Dass Ji Maharaj. A long history of societal change may be traced in the Shri Guru Ram Rai Education Mission, which was established in 1952. Our purpose includes working with over 140 secondary and senior secondary schools that are affiliated with the Indian states and the CBSE Board.

The establishment of Shri Guru Ram Rai University took place on April 5, 2017. Nine thousand students from all across India and other countries are housed in a lush green campus that spans 333,866 square meters of land. The University provides our young people's developing minds and souls with a holistic, multidisciplinary education.

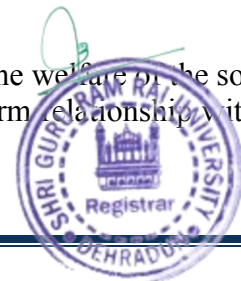
The University aspires to be a model of academic achievement for other higher education institutions in India and around the world in the areas of research and innovation, critical thinking, problem-solving, communication, digital literacy, instilling competence and confidence, leadership abilities, civic engagement, and professional excellence.

## **Vision**

“To establish Sri Guru Ram Rai University to be a Center of Excellence in higher education, innovation and social transformation by nurturing inquisitive and creative minds and by enabling the stakeholders to become committed professionals and educators of national and global relevance.”

## **Mission**

- To provide a comprehensive and sustainable educational experience that fosters the spirit of enquiry, scientific thinking and professional competence along with ethical and spiritual values
- To deliver a classic, well rounded learning experience that is distinctive and impactful on the young generation preparing them for a successful career
- To engage, inspire and challenge the stakeholders to become leaders with ethics and positive contributors to their chosen field and humane citizens
- To attract, train and retrain qualified staff to work efficiently to bring forth the maximum resource potential
- To develop committed and responsible professionals who work for the welfare of the society by providing innovative and efficient solutions and creating long term relationship with the stakeholders.



- To create a sustainable career, by collaborating with stakeholders and participating in community partnership for life and livelihood in the local society in a responsive and dynamic way
- To make our students globally competent by introducing specialized training leading to professional capabilities and developing diverse skills in them for competitive advantage.
- To establish quality standards for generations by epitomising professionalism and integrity while raising the achievements of students.
- To ceaselessly pursue excellence by strengthening a learning environment that makes the institution the most preferred destination in the country

### **Purpose**

Students in a classroom often belong to different ability groups. Their sociocultural and technological antecedents are the source of this phenomenon. They fundamentally differ from one another in terms of cognitive development, and as a result, their capacities for understanding certain subject matter and for critical evaluation are certain to vary. Their capacity to communicate their grasp of the topic varies as well. Since a one-size-fits-all strategy does not function effectively to the satisfaction of all the students in the class, curriculum change in such a mixed classroom is not conceivable. In every academic program, there are students who may succeed and learn more due to their strong study habits, comprehension skills, and memory retention. However, some students may experience difficulties in their learning owing to a variety of internal or external factors. The students in both scenarios might require extra care and interventions to make their academic learning more engaging and fruitful. Hence Teachers have to deal with a variety of students during the teaching and learning process; where some students merely require direction, while others demand both hard effort and ongoing guidance. This policy's main objective is to evaluate students' learning potential, offer assistance, and assist them appropriately.

### **The Concepts**

Students' inclusion with an extensive range of distinct needs has turn out to be a major transformation in regular classrooms to move towards an inclusive education system. SGRR University is fully aware of this and hence waste no time in identifying the slow and advance learning students so that they can be trained accordingly for their better future.



## **Advanced Learners**

Advanced learners are students who pick up skills more quickly than their peers in the class, get high test scores, and make notable contributions to society. They have greater potential due to their abilities in understanding, memory, critical thinking, creativity, and contextualization. They frequently outperform the bulk of their classmates and exhibit hardworking behaviours. These individuals are much more talented and gifted than the other students in the class. These students are capable of assuming more challenging coursework and academic duties. They can introduce some fresh ideas and methods while also assuming the reins of the teaching and learning processes.

## **Slow Learners**

Slow learners are below average achievers who need extra support in the classroom. They have trouble understanding the lessons and may struggle with comprehension, retention, reproduction, and integration. They might make poor arguments and critical observations. These students might exhibit low motivation levels and find it challenging to adapt to the teaching and learning process.

As students come from different boards, it is not practical to use student's qualifying examination score as a single component to categorize them as advanced learners, high achievers, average learners, or slow learners. Additionally, the qualifying exam puts their memory skills to the test in a variety of related disciplines. At the tertiary level, they must, nevertheless, focus on a single discipline. Therefore, it is possible to identify and categorize students using their participation in class activities or their performance on the first continuous internal assessments. For a meaningful learning experiences, students are typically streamed in three categories for pedagogical ease.

- Advanced or high performers who are extremely noticeable
- Average learners who need on teachers occasionally but not usually.
- slow students that require extra assistance outside of the classroom

Based on their capacity for learning, SGRR University classifies students as either slow learners or quick learners. Broadly their initial identification is based on the marks they received on the qualifying exam and their participation in extracurricular activities at their schools. When applying for admission, students are required to complete an entrance form and a scholarship form. These forms ask about the students' involvement in various extracurricular activities throughout their academic careers and provide supporting documentation in different fields. The schools/departments



to which they are admitted are then informed of their interests and other areas in which they excel. This gives the Teachers a good indication of the category to which they belong, and subsequently, other metrics like their involvement in class, their performance in internal and external exams, and subject assessment given to them from time to time are also considered.

Our university organizes specialized programs for both advanced learners as well as for slow learners. On the one hand Advanced learners are stipulated with additive learning opportunities in the form of short-term courses / assignments; involving them in activities like seminar, conference presentations and paper publications; promoting them for extra-curricular activities like organizing departmental level poster, quiz, debate, and other competitions.

On the other hand, slow learners are engaged in interactive sessions via assignments, group discussions, expert lectures and peer tutoring with personal mentoring. For improving the skills among slow learners, alongside of regular academic exposure, they are exposed to extra classes in the form of remedial classes in the courses they opted, repetition of content in extra lectures and some motivational lectures.

### **Learning Style Recognition**

The university takes great effort to avoid categorizing students into specific types of learners or causing any psychological divisions in them. However, it is aware of students' general academic prowess (intelligence). Hence teachers and mentors pay special attention to know students learning styles:

- Divergent or convergent
- Cautious or Risk taker
- Impetuous or reflective.
- Extrovert or introvert
- Energized and active or drowsy and slow

As we know that the advanced learners possess a high level of intellectual understanding. grasp a concept significantly more quickly than their classmates and achieve high test results. When compared with other students in the class, they have more talent and potential. While those who learn slowly fall behind in their academic pursuits and have trouble in comprehending the subject. Poor performance may not be an indication of insufficient aptitude or talent. It might be result from ineffective teaching strategies, socioeconomic factors, lack of support and motivation, disorganized learning procedures or inability to communicate in the designed instruction medium. The main goal of this policy is to assess the learning capacity of the students, provide guidance and help them accordingly. The objectives are given hereunder:



## **Preamble**

- Identifying slow learners and advanced learners in the class.
- To include contemporary pedagogical techniques and ICT-enabled teaching-learning to support and encourage student-centric teaching-learning.
- To create noteworthy methods and scientific applications that would help both slow and fast learners.
- To inspire advanced students to realize their full potential and reach high standards.
- To increase the slow learners' self-confidence and to remove obstacles
- To improve the ability to learn new things.
- To reduce the gap between advanced and slow learners.
- To inspire the students for innovative and creative mindset.

## **Methods of Assessment**

The evaluation process involves using statistics to create the three levels of High, Average, and Low based on the central trends. In order to assess the students' progress and put the required corrective measures into place, students' progress and levels of success are compared with those of the previous semester.

### **A. Method followed towards identification of Slow Learners**

- Students who have secured below 50% in qualifying exam (+2 level)
- Students who have secured less than 50% in 3 or more subjects in Internal Assessment tests are identified as Slow learners
- Students who cannot cope up with the pace of learning or lagging behind
- Lack of interest and limited self- direction
- Low potential in dealing with higher order problems
- Limited ability to understand core concepts and their applications

### **B. Method followed towards identification criteria of Advanced Learners**

- Students with a strong academic track record and who have secured above 70% in all subjects in Internal Assessment tests in the semesters are identified as Advanced learners
- Strong understanding or grasping capability
- Quick in their response
- Self-Motivated
- High potential to handle higher order problems
- Strong understanding of core concepts and ability to apply them in real world situations



### **C. Action Taken Report to be prepared**

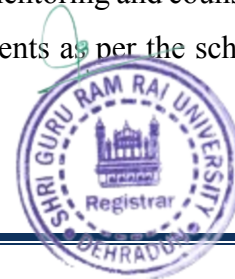
- For categorizing the students as Slow and Advanced learner and preparing an Action Taken Report, the following parameters shall be taken along with weightage:

| <b>S.No.</b> | <b>Parameter</b>   | <b>Weightage (percentage)</b> |
|--------------|--|-------------------------------|
| 1            | Marks obtained by student in Internal Assessment test for respective subject in the existing semester/year | 40%                           |
| 2            | Academic performance of student in previous final sem/year examination                                     | 30%                           |
| 3            | Subject teacher observation  | 30%                           |

- On the basis of the given parameters, every student in the class will receive a report based on a final grade of 100 %.
- The student with less than 50 % would be identified as Slow Learners and student above 70% would be identified as Advanced Learners.
- Separate list will be prepared for both type of learners with activities/sessions for each type of learners

### **D. Strategies undertaken by the Department/School Activities for Slow learners:**

- I. Remedial classes/special coaching classes: The remedial classes/special coaching classes will be conducted regularly by the department throughout the semester as per the schedule provided in the Time Table. The faculties shall solve the problems of the students and provide additional study material such as handwritten notes to the students and also provide them with a solved question bank or clear the doubts before the university examinations etc. Revision classes will be taken for various topics as well as for practical class.
- II. To help the slow learners improve upon their learning, necessary tools such as models, pictures, animated videos are also used.
- III. Peer tutoring method is employed which forces both slow learners and advanced learners to work together.
- IV. Guidance and counseling through Mentor-Mentee scheme: In order to foster a healthy relationship between the student and the teacher, regular sessions of mentoring and counseling along with open discussions will be done with small groups of students as per the schedule provided by concerned Department/School.





- V. Organize workshops/seminars/lecture series/guidance programmes/English language lab classes etc. for enhancement of knowledge/technical know-how and improving of the communication skills and the art of reading and writing.
- VI. Conducting activities to improve their problem-solving skills and develop critical thinking aptitude.
- VII. Students' performances communicated to parents through SMS and progress report after internal assessments.

### **Activities for Advanced learners:**

- I. Assignment of complex responsibilities.
- II. Orientation for better career planning and development. Guidance and career counseling to crack competitive examination. Also, encourage the students to go beyond the syllabus and participate in State/National & International level competitions, seminars, conferences etc.
- III. Developing their interest in research by allowing them to participate in internships or have hands-on experience on latest technologies along with extracurricular activities.
- IV. Encourage them to take part in class discussions, debates, and tests to enhance their analytical and problem-solving skills.
- V. Encourage them to enroll in certificate programmes or value-added courses including NPTEL Online certification course, MOOC etc. on SWAYAM platform.
- VI. Organize activities to polish their critical thinking abilities.
- VII. Arrange internships to improve their talents.
- VIII. Academic Toppers are awarded with gold medals, merit certificates and trophies during Convocation Day ceremony of the University.

### **E. Improvement Assessment:**

After the declaration of university results of existing semester, a report would be prepared by each faculty showing the improvement of performance of slow learners. The documents to be maintained will be as follows:

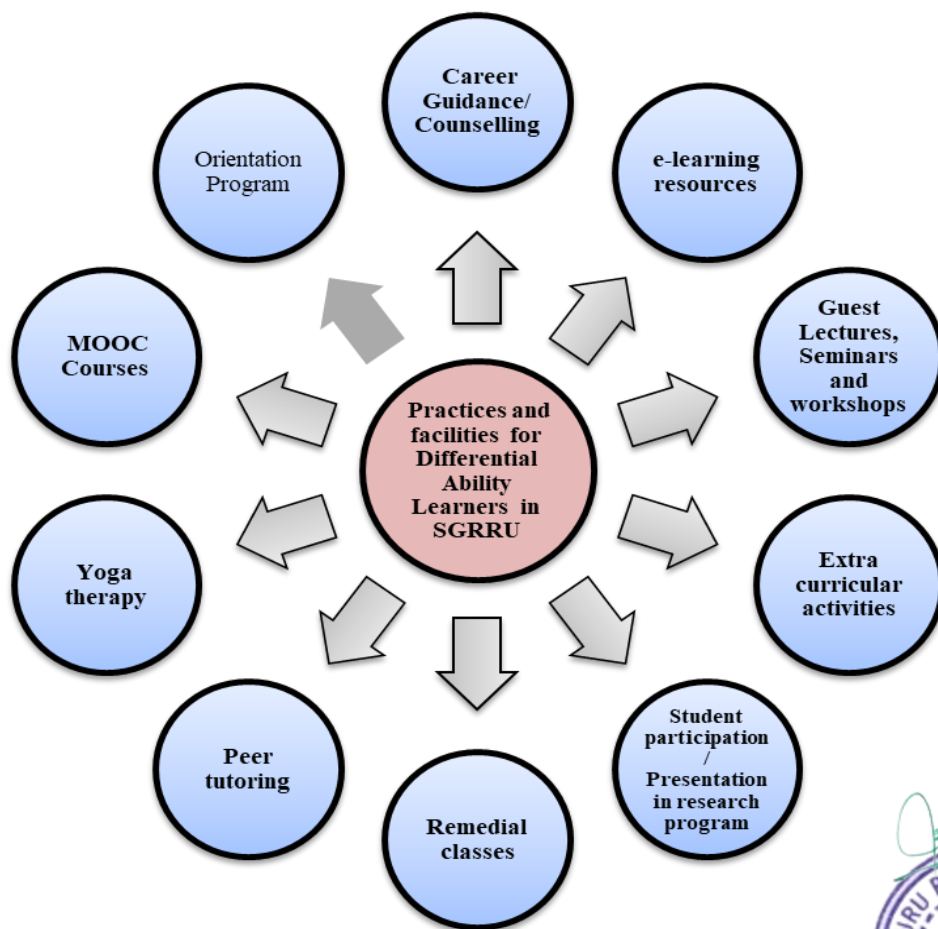
- I. List of Slow and Advanced learners
- II. Report of result of internal assessment test
- III. Attendance record of remedial classes, coaching classes, activities conducted, seminars/lecture series/workshops organized etc.



- IV. Attendance record of Mentor Mentee sessions
- V. Peer tutoring records
- VI. Performance report of slow learners
- VII. Tasks assigned to Advanced learners
- VIII. Report of performance of Advanced learners and participation in MOOCs/certificate programmes etc.
- IX. Appropriate measures taken to develop research attitude amongst slow and advanced learners

**F. Expected Outcomes:**

- 1. Perform well in both academics and extracurricular pursuits
- 2. There should be a significant rise in the number of university rank holders.
- 3. The placement record should show significant appreciable increase.
- 4. The number of students participating and succeeding in technical events/competitions should increase





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**(Established By Govt. of Uttarakhand, vide Shri Guru Ram Rai University, Act no. 3 of 2017)**

*Enlightening lives  
through Education...*

