

**GHULAM AHMED COLLEGE OF EDUCATION**  
**(Muslim Minority Institution)**  
**Accredited with “B<sup>++</sup>” grade by NAAC**  
**Affiliated to Osmania University**



Established by:  
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# GHULAM AHMED COLLEGE OF EDUCATION

( THE SULTAN UL ULOOM EDUCATION SOCIETY )

Affiliated to Osmania University  
Banjara Hills, Hyderabad 500 034

## Policy Document on Slow and Advanced Learners

Ghulam Ahmed College of Education has established itself as a premiere institution by providing quality teaching-learning to students. To produce quality teachers through holistic teacher education by igniting young minds towards excellence in education and societal commitment, the college offers learner centric teaching-learning, which comprises a good number of co-curricular and extra-curricular activities for learners from diverse background.

The college recognizes that the learning interest and pace of every pupil is different. The college recognizes the learning levels of learners and plans accordingly to deliver learner centric teaching-learning. Advanced learners are the students who understand a taught topic relatively faster than the other students in the class and attain high scores. They have more potential and talent than the others in the class. These students are with better academic understanding, as well. Whereas, the slow learners are the ones who mostly lag behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium of instructions.

### Objectives:

- To involve modern pedagogical methods and ICT enabled teaching-learning to promote student centric teaching-learning
- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners
- To encourage the advanced learners to be excellent achievers
- To boost up the confidence of slow learners and to minimize the barriers
- To enhance the skills in respect to learning processes

- To organize workshop/seminar/guidance program for slow learners
- Help to understand paper pattern, question pattern, etc.
- To motivate for innovative and creative mindset
- To minimize the gap between slow learners and advance learners

## 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:

S. No.	Assessment Criteria	Weightage
<b>Internal Assessment:</b>		
1	Class Tests/Internal Assessments	15%
2	Assignments/Practicum/Class Participation and responsiveness/General awareness/Attentiveness etc.	10%
3	Class Attendance/Participation in other Activities	5%
<b>External Assessment:</b>		
1	University exams	70%

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

If aggregate score in Internal Assessment and External Assessment is  $< 40\%$ ; Slow Learners

If aggregate score in Internal Assessment and External Assessment is  $> 80\%$ ; Advanced Learners

If aggregate score in Internal Assessment and External Assessment is  $\geq 40\%$  and  $\leq 80\%$ ; Average Learners

## Program Guidelines for Slow Learners

- The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.
- They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
- The methodology and individual teachers help the slow learners by giving proper guidance

and support to them.

- Organize bridge classes and remedial programmes for them.
- Conduct extra classes for the difficult subjects (based on the previous semester results) in the curriculum.
- Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
- Slow learners are specially advised and counseled by a teacher guardian/mentor and the subject expert.
- Corrective classes are conducted for the weaker students based on the results of class/internal tests.
- The students are given training on communication skills, personality development, time management and motivational sessions.
- Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners.
- Academic and personal counseling are given to the slow learners by the mentor and the counseling cell.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials and special preparation for the exams.
- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- Peer education strategies are effectively used
- Encouraging group learning activities and practicum will be useful to the slow learners.
- The support of the alumni is also effectively used to motivate and mentor the slow learners.

### **Program Guidelines for Advanced Learners**

- Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.

- Encouraging them to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills.
- Conduction of workshops to improve their communications skills, presentation skills and personality development.
- Organizing activities to promote their interactions with the subject experts and develop critical thinking abilities.
- Encouraging them to participate in National International Conferences and also to make presentations.
- Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations
- Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.
- The mentors give higher goals and they are made the supporters to the average and the slow learners.

### **Expected Outcomes:**

1. Consistent high academic performance of advanced learners in university examinations
2. Enhanced interactions and subject knowledge of advanced learners
3. Augmentation in presentations and communications skills of advanced learners
4. Confidence development to face the placement drives by the advanced learners
5. Enhancement in regularity and involvement in classroom teaching- learning of slow learners.
6. Improvements in university exam results of identified slow learners.
7. Development of better and accurate sense of self with improved confidence.
8. Development and nurturing the deep understating of personal motivation.
9. Enhanced interest in the chosen subjects of slow and advanced