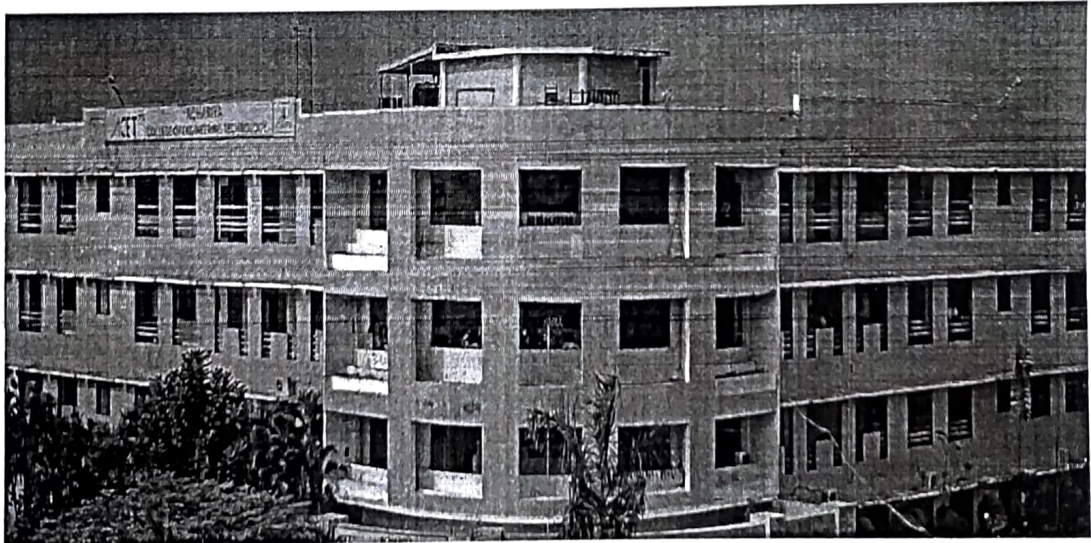
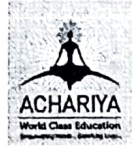




**ACHARIYA**  
**COLLEGE OF ENGINEERING TECHNOLOGY**  
(Approved by AICTE New Delhi & Affiliated to Pondicherry University)  
An ISO 9001 : 2008 Certified Institution



**ADVANCED LEARNERS AND SLOW LEARNERS POLICY**

Policy No	02
Issue No	01
No. of Pages	07
Date	10.03.2021
Next Revision	2026



*[Signature]*  
**PRINCIPAL**  
ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
ACHARIYAPURAM VILLIANUR,  
PUDUCHERRY 605 110

## ADVANCED LEARNERS AND SLOW LEARNERS POLICY

### I. Criteria for Identifying Slow and Advanced Learners:

✓ Within the classrooms faculty have to deal with different types of learners; few learners are very intelligent who learn very fast and few are quite weak who learn very slowly. Therefore, it is required to determine the abilities of the learners in the class. Based on the ability determined, some learners need only guidance and some learners need a hard work and regular attention.

✓ Our college provides equal learning opportunities for every student at all levels of learning on the basis of their preceding exam performance, current subject performance and basic knowledge, learning speed of learners can be classified into groups; advanced learners, transitional and slow learners. Each type of learners 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. Also, importantly remaining learners, can be called as 'transitional learners', from the class also need to be looked upon.

✓ Faculty must deal with a variety of students in the classroom; some are highly intelligent and learn quickly, some are relatively weak and learn slowly, and others are somewhere in the middle. As a result, determining the talents of the students in the class is essential. Based on their abilities, certain students require merely direction, while others the need hard effort and consistent attention, and still others require motivation.

The purpose of assessment of the learning levels of the learners and conduction of activities for them is

- To identify slow and advanced learners in the class as per the mechanism.
- To motivate slow and advanced learners for self-empowerment and teamwork.
- To help slow & transitional learners for improvement in participative learning and activities so that they can become advanced learners.



*[Handwritten Signature]*  
PRINCIPAL  
ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
ACHARIYAPURAM, VILLIANUR,  
PUDUCHERRY 605 110

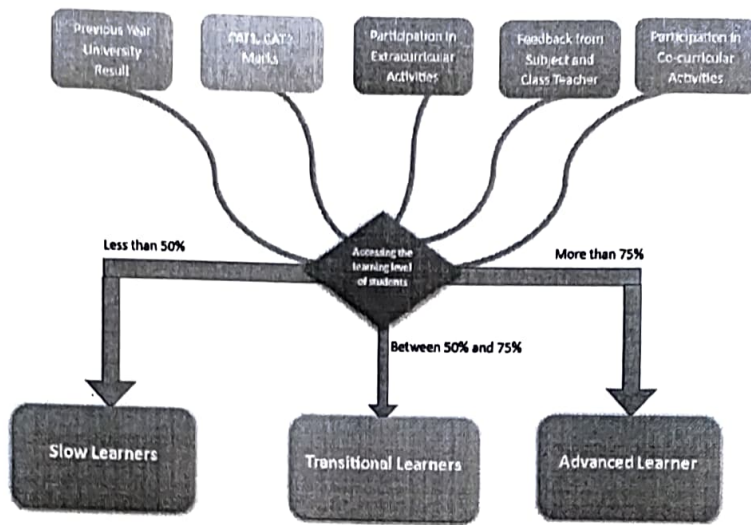


Figure 1 Process of Identifying Slow, Transitional, and Advanced Learners

## II. Slow Learners:

Individuals who struggle to learn at the same rate as their classmates are referred to as "slow learners." It is crucial to note that this does not necessarily imply that they are incapable of learning; rather, they may require extra assistance, resources, and/or time to completely comprehend and remember material. The process of identifying slow learners is as shown in the figure 1.

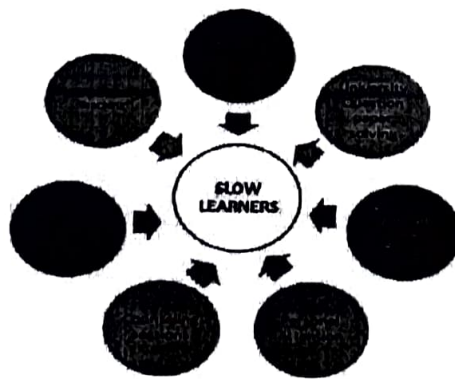



Figure 2 Proposed Activities for Slow Learners



  
 PRINCIPAL  
 ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
 ACHARIYAPURAM, VILLIANUR,  
 PUDUCHERRY 605 110

### Identification of slow learners:

1. Students who obtained less than 50% of the total score in Continuous Assessment Test (CAT's) in two or more papers
2. Review of past academic performance
3. Subjective review of classroom behavior such as class participation from class teacher and the concerned subject professor as well as attendance

### Activities for slow learners:

1. Pairing them with brighter students in group activities.
2. Arranging extra remedial classes and lectures.
3. Using the mentoring program to impart effective strategies to improve learning.
4. Providing Audio and visual materials
5. Personal attention and Lift classes

### Special Programs for Slow Learners:

Slow learners must be approached with patience, sensitivity, and understanding. Slow learners might benefit from additional support from the institution in both their academic and personal life. This may involve individualized instruction and Mentoring, the use of visual aids or other teaching tactics, the cultivation of their interests and strengths, and the provision of emotional support and encouragement. Slow learners may attain success and realize their full potential with the correct strategy and tools.

- **Remedial Classes:** conducted for both theory and practical sessions.
- **Counselling Sessions:** Assist students in their weak areas of performance and suggest improvements.
- **Personal attention:** Providing special attention to non-academic parameters such as Communication Skills, Public Speaking, deciding on career goals, and Managing Academics & Personality.

Conducting target-Oriented intensive sessions instead of traditional



**PRINCIPAL**

ACHARYA COLLEGE OF ENGINEERING TECHNOLOGY

ACHARIYAPURAM VILLIANUR,

TAMIL NADU - 605 010

classroom teaching

- Providing short and specific directions to students to bring them to the level of active learners.

### III. Advanced Learners:

The term advanced learner refers to students who can participate in learning activities more efficiently and quickly than others in the class, achieving higher scores. They have more potential in terms of understanding, retention, memory, critical thinking, creativity, and contextualization. They may also exhibit hardworking characteristics and typically outperform the majority of their classmates. These students are more gifted and talented than the rest of the class. These students are prepared to take on more advanced study and educational responsibilities. They may introduce new concepts and tactics, as well as take the lead in teaching and learning activities. The process of identifying advanced learners is shown in figure 1.

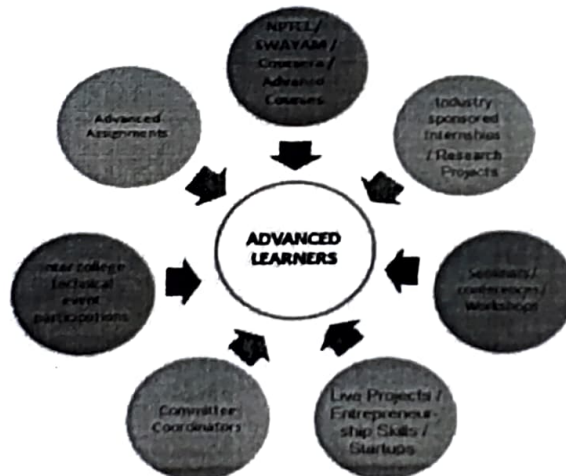


Figure 3 Proposed Activities for Advanced Learners

### Identification of Advanced Learners:

1. Students who obtained more than 75% of the total score in continuous Assessment Tests (CATs) in two or more core papers.
2. Obtaining information based on observations from class teachers and concerned subject master
3. Previous year's Results obtained



PRINCIPAL  
ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
ACHARIYAPURAM VILLIANUR,  
PUDUCHERRY - 605 110

### Activities for advanced learners:

1. Assigning them with supportive study material and practice sets, making brief presentations from the supportive study material during assigned teaching hours of the respective professor.
2. Involvement in 'think pair share' activities.
3. Promoting them to take part in various conferences at the University, state, and national level.
4. Using the mentoring program to guide them about ways to create even better academic outcomes with his and outside college and providing basic guidance regarding opportunities after completion of the respective course

### Special Programs for Advanced Learners:

- **Skill-Up Program:** A specially designed employability course to achieve high-impact jobs.
- **Accelerator Courses:** Students with CGPA of 7.5 or higher are encouraged to take up any one additional course of the next higher semester as decided by the Program head.
- **A full semester internship** leading to research publication.
- **GRE/GATE/Competitive exams:** Special counselling will be given, and classes will be held separately.
- **Completion of MOOCs through NPTEL-Swayam.**
- Encouraged to participate in co-curricular activities like symposia, workshop, and conferences, participate in activities of IARE's clubs and facilitated to organize technical events.
- Motivated to participate in national and international competitions
- **Enrichment Activities:** Provide enrichment activities that delve deeper into subjects of interest and allow advanced learners to explore complex concepts in greater depth. This could include research projects, competitions, seminars, or independent study opportunities.

### III Transitional learners

Transitional learners are students who do not satisfy the requirements of advanced and slow learners. They excel to the level of advanced learners while having minimal drive.

### Identification of Advanced Learners:

1. Students who obtained Between 75% and 50% of the total score in continuous Assessment



PRINCIPAL  
ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
ACHARIYAPURAM VILLIANUR,  
PUDUCHERRY - 605 110

Tests (CATs) in two or more core papers.

2. Obtaining information based on observations from class teachers and concerned subject master

3. Previous year's Results obtained



*Figure 3 Proposed Activities for Transitional Learners*

### Special Programs for Transitional Learners:

- Motivating the students to participate in technical events.
- Grouping them with advanced learners for better interaction and development
- Mentoring mechanism for excellence
- Extra problem-solving practice.
- Increasing students' ambitions and hope
- Skill Bridge Program: Specially designed courses for job guarantee are conducted
- Encourage the students to participate in open coding platforms to improve the ratings in respective platforms.
- **Differentiated Instruction:** Implement differentiated instruction techniques to meet the diverse learning needs of general learners. This includes adapting teaching methods, materials, and assessments to accommodate varying abilities, interests, and learning styles within the classroom.

**Universal Design for Learning (UDL):** Apply the principles of Universal Design for Learning to create accessible and inclusive learning



15/3/24  
PRINCIPAL  
ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
ACHARIYAPURAM VILLIANUR,  
PUDUCHERRY - 605 110

experiences for all students. This involves providing multiple means of representation, engagement, and expression to support diverse learners in accessing and demonstrating their understanding of content.

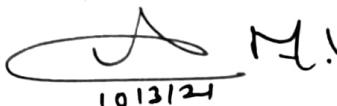

- **Individualized Support:** Offer individualized support and interventions for students who may need additional assistance in mastering academic concepts or skills. This could involve personalized tutoring, small group instructions, or targeted interventions based on students' specific learning needs.

**Documents to be maintained:**

- Cover page: Slow, Transitional & Advanced Learner Activity
- Report of result of test/s conducted.
- List of slow learners
- List of Advanced learners
- List of Transitional learners
- Schedule of activities to be conducted.
- Attendance record for session conducted for slow learners
- Report of performance improvement for slow learners & transitional learners.
- List / Record of tasks given to advanced learners

**Expected Outcome:**

- Timely conduction of activities
- Records based on student progress and observation.
- Improvement in University examination.

Verified by	Approved by
 10/13/21 <b>IQAC Coordinator</b>	 10/13/21 <b>Principal</b>



PRINCIPAL  
 ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
 ACHARIYAPURAM, VILLIANUR,  
 PUDUCHERRY - 605 110  
**PRINCIPAL**  
 ACHARIYA COLLEGE OF ENGINEERING TECHNOLOGY  
 ACHARIYAPURAM, VILLIANUR,  
 PUDUCHERRY - 605 110