


Contents

- 1.1.1 Slow Learner
- 1.1.2 Advance Learner
- 1.1.3 Methods of Assessment
- 2. Other Methods of Assessment
 - 2.1.1 Remedial Classes
 - 2.1.2 Bridge Course
 - Methodology to Implement Bridge Course
 - 2.1.3 Personal Counseling
 - 2.1.4 Entry Level Test
 - 2.1.5 Discussion with Fast Learner Students
- 2.1.6 Advanced Learners Support System
- 3. Slow Learners Support System
- 4. Special Programs for Advanced Learners and Slow Learners


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1.1.1 Slow Learner

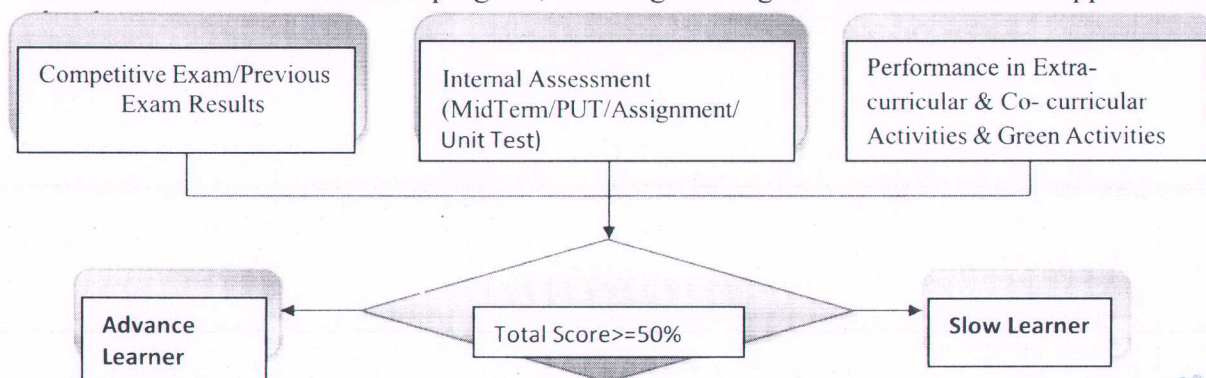
Slow learners often struggle with academic performance, trailing behind their peers. They may not perform well in exams and tend to receive lower grades. Understanding lessons can be a challenge for them, and they often face difficulties with comprehension, memory, application, and integration of knowledge. These students may also have trouble expressing them-selves or engaging in critical thinking. Their motivation is often low, making it harder for them to adapt to the learning process, which could lead to dropout or failure. However, poor performance is not always indicative of a lack of ability or intelligence; it can be the result of unsuitable teaching strategies, challenging home environments, lack of encouragement, ineffective study techniques, or difficulties in mastering a second language.

1.1.2 Advance Learner

In this policy, the term "advanced learner" refers to students who can grasp learning activities more quickly than their peers, achieving high scores and making notable accomplishments in their lives. They typically excel in areas such as comprehension, retention, memory, critical thinking, creativity, and applying knowledge to different contexts. These students often display a strong work ethic and consistently outperform most of their classmates. They are considered to be more gifted and talented compared to others in the class. Advanced learners are capable of taking on more challenging academic tasks and responsibilities, often introducing new ideas, strategies, and even assuming leadership roles in the learning process.

1.1.3 Methods of Assessment

Students can be assessed to determine their learning levels using various methods. Indicators such as their performance in qualifying exams, competitive entrance tests, and university results during the early stages of the program—including bridge programs and orientation sessions—can serve as initial benchmarks for their academic achievements when they first enter the university. This baseline can then be used to measure their progress throughout the program. As the program progresses, students should be continuously evaluated through their exam results at different stages, as well as their involvement in extracurricular and co-curricular activities. The assessment process can be statistical, categorizing students into two groups—high and low—based on central tendencies (mean plus or minus standard deviations). Changes in students' performance and achievement levels can be compared across semesters to track their progress, allowing for targeted interventions to support their



Identification Methods of slow learners and advanced learners

2. Other Methods of Assessment

2.1.1 Remedial Classes

At the university, remedial classes are specifically designed for slow learners. If students struggle to grasp the subject matter in regular classes, they are given the opportunity to join remedial sessions. These classes focus on reinforcing basic concepts, fostering better study habits (such as note-taking), and building students' confidence in the subject. The goal of the remedial classes is to bridge the gap between what a student knows and what they are expected to know. Our university has a diverse student body, with individuals coming from various family backgrounds and socio-economic conditions. Some students have a strong ability to learn quickly and perform well, while others require more frequent guidance and support. To help these students keep up with their faster-learning peers, the university offers regular remedial classes. Additionally, teachers organize extra classes upon request, whether it's from slow learners, fast learners, or mentors, to provide further support and ensure all students receive the assistance they need.

Objectives

- To boost the confidence of slow learners and help them recognize their areas of weakness.
- To improve their skills related to the learning process.
- To alleviate any fear or anxiety about studying.
- To help slow learners reach a comparable level of achievement as their advanced peers.
- To encourage the development of an innovative and creative mind-set.
- To organize workshops, seminars, or guidance programs specifically for slow learners.
- To assist students in understanding the exam pattern, question formats, and other assessment-related aspects.

Strategies of Weak Students Identification

The following key points are used to identify slow and fast learners:

- Asking oral questions during class to gauge their understanding.
- The marks obtained in class unit tests.
- Reviewing their home assignments for consistency and quality.
- Considering their performance in previous university or board exams.

Remedies for Slow Learner

- Separate classes are conducted for slow learners, though fast learners are also welcome to join these sessions.
- Teachers provide personalized help to students struggling with difficult topics.

- Easy class tests are organized to motivate slow learners and build their confidence.
- Some topics are explained through practical examples to make them easier to understand.
- Certain topics are introduced from the most basic concepts to ensure better comprehension.
- Teachers give helpful hints and memory aids related to the topic to assist students in retaining information.

Provision for Advanced Learner

Advanced learners are identified based on their performance in class and class tests. To support and encourage these students, the institute takes the following initiatives:

- Organizing expert lectures to provide advanced knowledge and deepen their understanding.
- Encouraging students to participate in value-added courses and programs that go beyond the standard curriculum.
- Offering special guidance to help develop additional skills and expertise.
- Motivating students to engage in seminars, university-level exhibitions, research festivals, and other academic events.
- Creating a departmental website with useful links and resources to further their knowledge and growth.
- Conducting surprise tests to challenge students and assess their progress.

Methodology to Implement the Remedial Class

Teachers identify slow learners during regular classes and maintain a list of them. After completing 80% of the syllabus in the regular class, each department announces a notice and timetable for remedial classes, with approval from the Heads of Departments. Typically, 15 remedial classes are scheduled, although teachers may extend these sessions if necessary. During the remedial classes, teachers track students' progress through the following activities:

- Asking oral questions in class to gauge understanding.
- Conducting in-class test exams to assess knowledge.
- Assigning tasks and homework to reinforce learning.
- Arranging seminars or additional sessions if needed for further clarification.

2.1.2 Bridge Course

Many students admitted to the first year come from rural areas and may not have advanced knowledge in certain subjects due to limited resources. Some of them are also unfamiliar with new subjects because they lack a prior background in those areas. To enhance their academic skills and boost their confidence in the learning process, all university departments conduct a bridge course for first-year students before regular classes begin each year.

The primary aim of the bridge course is to fill the gap between what students have already studied and what they will be studying in their first year. It also focuses on clarifying and revising the fundamental concepts of topics, whether they are from previous courses or new subjects. The bridge course is available for all programs, with a particular emphasis on subjects like English, Hindi, Mathematics, Environment, General Knowledge, Computers, and others, for students who may not have a strong foundation in these areas.

The bridge course has proven beneficial for both students and faculty. It helps students grasp advanced topics more easily during regular classes, and for faculty, it simplifies the process of teaching more complex subjects. By preparing students in advance, the bridge course ensures a smoother transition into the regular curriculum.

Methodology to Implement Bridge Course

At the beginning of each academic session, the principal organizes a staff meeting to inform faculty about the various academic activities planned for the year, with the bridge course being one of the key components. After the tentative timetable is released, the Heads of Departments (HODs) hold meetings with their respective faculty members to strategize the implementation of the bridge course.

- The bridge course is typically conducted during June and July, with 15 classes assigned to cover the necessary material. However, faculty members may extend the number of classes if needed.
- According to the timetable, the bridge course classes are scheduled to take place after 4:00 pm.
- The HOD of each department is responsible for distributing the workload among faculty members.
- During the bridge course, faculty members assess students' strengths, weaknesses, learning levels, and areas of interest.
- Faculty also focus on revising the fundamental concepts of key subjects taught at the undergraduate level to ensure students are well-prepared.
- For students who join late or missed the regular bridge course sessions, extra classes are organized. Additionally, students who have already completed the bridge course are also allowed to attend these extra sessions for further support.

2.1.3 Personal Counseling

Personal counselling offers a safe and confidential space to discuss and explore your feelings, challenges, and goals. A counsellor listens actively, providing support, understanding, and guidance tailored to your unique needs. Through this process, you can gain valuable insights, build coping strategies, and enhance your emotional well-being. The goal is to empower you to make informed decisions and navigate life's complexities with confidence and resilience.

2.1.4 Entry Level Test

An entry-level test is designed to assess the fundamental skills, knowledge, and potential of individuals applying for a role or program with little or no prior experience. It evaluates general knowledge relevant to the field, problem-solving abilities, and technical or specific competencies required for the position. The test may also assess soft skills such as communication, teamwork, and adaptability, which are essential in most work environments.

22

These tests help employers or educational institutions gauge whether candidates have the basic foundation to succeed in further training or development, ensuring a smooth transition into the role or program.

2.1.5 Discussion with Fast Learner Students

When discussing topics with fast learners, it's important to engage them in a way that challenges their abilities while keeping them motivated and interested. Fast learners often grasp concepts quickly, so discussions should encourage critical thinking and deeper exploration of subjects. Ask open-ended questions that invite them to think creatively and explore different perspectives. Encourage them to ask questions as well, allowing them to push the boundaries of what they already know. Additionally, provide opportunities for them to apply their learning through real-world examples or problem-solving tasks, helping them stay engaged and preventing boredom. Recognizing their strengths and offering opportunities for advanced learning can also help keep them focused and excited about their education.

2.1.6 Advanced Learners Support System

- **Motivating Advanced Learners:** Advanced learners are encouraged to aim for higher goals and are provided with additional resources for career planning and growth. This includes special coaching for higher-level competitive exams, enabling them to broaden their opportunities.
- **Research and Higher Studies:** They are motivated to engage in research projects, fostering a research-oriented mindset and aspirations for higher studies. This involvement nurtures their academic growth and drives them to explore new fields of knowledge.
- **Analytical and Problem-Solving Skills:** To develop their analytical thinking and problem-solving abilities, advanced learners are encouraged to participate in group discussions and technical quizzes. This also enhances their presentation skills. Furthermore, they are urged to take part in national and international conferences, where they can present their work and gain exposure.
- **Academic and Practical Contributions:** Advanced learners are inspired to make quality publications and creative contributions, both academically and in practical fields, enriching their expertise and influence.
- **Recognition and Special Facilities:** Outstanding learners are rewarded with special prizes, digital library access, laptops, and scholarships, which help them bring their innovative ideas to life.
- **Startups and Entrepreneurship:** Advanced learners are offered the opportunity to develop startups. Seed funding is provided for innovative proposals, encouraging entrepreneurial thinking and practical implementation of their ideas.
- **Mentorship and Personal Development:** Mentors guide advanced learners to set higher goals and provide training in personality development and stress management to further refine their capabilities.
- **Peer Support:** They are encouraged to support slow learners by sharing their knowledge and mentoring peers, promoting a collaborative learning environment.
- **Online Courses and Technical Events:** Advanced learners are motivated to participate in various online courses (e.g., Coursera, SoloLearn), technical events, industrial visits, and value-added courses both within and outside the institution to expand their knowledge and skills.

22

- **Value-Added Courses and Competitive Exams:** The university organizes value-added courses through academic departments, offers competitive exam training programs, and provides placement activities to ensure career growth.
- **MOOCs and Advanced Learning:** Learners are encouraged to complete MOOCs and advanced courses to broaden their learning experience and enhance their qualifications.
- **Industry and Research Opportunities:** The University provides platforms for advanced learners to explore their talents through collaborations with reputed industries and research institutes, as per MoUs, facilitating real-world exposure.
- **Web Learning and Interactive Activities:** They are encouraged to utilize web learning resources and participate in interactive activities like debates, group discussions, and extracurricular events, both inside and outside the university, to nurture creativity and critical thinking.
- **Departmental and Library Facilities:** Advanced learners are provided with need-based facilities in departments and libraries to support their academic pursuits.
- **Personal Counselling:** Mentors offer personalized counselling sessions to guide learners in their academic and personal development.
- **Creative Contributions:** Students are encouraged to contribute their creative ideas through writing essays, articles, and poetry for the university's student magazines.
- **Guest Lectures:** The University arranges guest lectures, offering learners insights from experts in various fields, broadening their horizons.
- **SWAYAM Courses and ICT Integration:** Students are enrolled in SWAYAM courses and actively engaged in ICT-enabled teaching and learning through the Learning Management System (LMS), receiving valuable responses from these platforms.

3. Slow Learners Support System

- **Non-Stigmatization of Slow Learners:** Slow learners are not labeled as poor achievers or problem students to ensure that their motivation and interest in learning are not negatively impacted. Labelling can lead to stress and isolation, making students feel introverted in the classroom.
- **Equal Treatment with Extra Support:** Slow learners are treated the same as other students, but they are provided with additional classes and opportunities for improvement and achievement.
- **Guidance and Support:** The department and individual teachers offer continuous guidance and support to slow learners, ensuring they have the resources they need to succeed.
- **Bridge Classes and Remedial Programs:** Bridge classes and remedial programs are organized to help slow learners strengthen their understanding of subjects and improve their performance.
- **Extra Classes for Difficult Subjects:** Extra classes are conducted for challenging subjects, particularly those that have been identified as problematic based on previous university results.
- **Special Attention in Tutorial Classes:** Slow learners are given special attention during tutorial classes to ensure that they understand the material at a deeper level.
- **Personalized Counselling:** Slow learners receive personalized counselling from their teacher guardian and subject experts to address both academic and personal concerns.

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- **Corrective Classes Based on Performance:** After class tests, corrective classes are held for students who perform poorly, providing additional support for their weaknesses.
- **Skill Development Training:** Training in communication skills, personality development, time management, and motivational sessions are provided to boost the overall confidence and capabilities of slow learners.
- **Bridging the Gap between Learners:** Special coaching or tutorial sessions are designed to bridge the gap between slow and advanced learners, ensuring that all students progress together.
- **Academic and Personal Counselling:** Slow learners receive academic and personal counselling from tutors, mentors, and the counselling cell to help them overcome challenges and stay on track.
- **Bilingual Support:** Bilingual explanations and discussions are provided after class hours to ensure better understanding, especially for students who may face language barriers.
- **Simplified Study Materials:** Simple and standard lecture notes, course materials, and special exam preparations are provided to help slow learners focus on essential concepts.
- **Support from Advanced Learners:** Advanced learners are encouraged to assist slow learners, making the learning process more interactive and enjoyable. Peer education strategies are utilized to foster a supportive learning environment.
- **Group Learning and Practical Activities:** Group learning activities and practical sessions are encouraged to help slow learners engage with the material in a hands-on manner, reinforcing their understanding.
- **Alumni Support:** Alumni are actively involved in motivating and mentoring slow learners, sharing their experiences and providing valuable guidance.
- **Remedial Courses:** Remedial courses are offered to slow learners, absentees, and students involved in sports activities to help them catch up with their peers and improve subject knowledge.
- **Group Monitoring:** Slow learners are grouped together and monitored by advanced learners, fostering collaboration and peer learning.
- **Bridge Course for First-Year Students:** A bridge course is conducted for first-year students to ease their transition into the university, particularly for those who may lack a strong background in certain subjects.
- **Personal Counselling:** Personalized counselling is provided as needed to ensure students receive the emotional and academic support they require.
- **Orientation and Induction Programs:** The university and departments hold orientation and induction programs for freshers, introducing them to academic expectations and providing support from the outset.
- **Provision of Simple Notes and Materials:** Simple and easy-to-understand notes and course materials are made available to help slow learners grasp key concepts more easily.
- **Need-Based Facilities:** The University provides need-based facilities in departments and libraries to assist slow learners in their studies, including the Teacher Guardian Scheme and Mentor-Mentee support systems.
- **Guest Lectures:** Guest lectures are arranged to provide additional perspectives and insights, enhancing the learning experience for slow learners.



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The process of providing additional support to both advanced and slow learners is not about turning students into average achievers, but about helping everyone become better achievers. Whether students are identified as slow learners or advanced learners, they should not be labeled as extraordinary or poor performers. Instead, they must be treated equally in the classroom, with the right amount of support and appropriate teaching methods. This approach ensures that talented students can reach even greater heights, while those who need extra help can still achieve their personal and academic goals. The mentoring and facilitative efforts of teachers, along with the supportive university administrative systems, represent a valuable investment in the students' overall success, driving both academic achievement and personal growth.

4. Special Programs for Advanced Learners and Slow Learners

The university organizes an orientation program for both parents and students at the beginning of each academic year, aimed at familiarizing them with the institution, its curriculum, co-curricular activities, available facilities, and rules and regulations. This helps students and parents gain a clear understanding of what to expect throughout the academic journey.

Before classes begin, the university adopts a strategic approach to identify and address the specific needs of students, ensuring that their requirements are met early on. Each year, students undergo training sessions focused on communication skills, personality development, time management, and motivation, equipping them with essential life skills for academic and personal success.

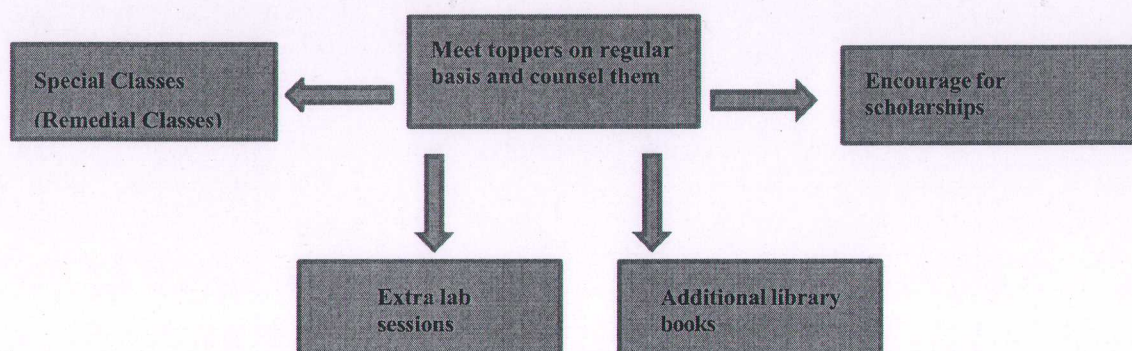
To support both slow and advanced learners, the university organizes workshops aimed at enhancing their skills. These workshops are designed to encourage students to develop their abilities, with the active participation of advanced learners as coordinators, creating a collaborative environment where all students benefit.

Skill development clubs also arrange hands-on workshops to improve programming skills, fostering a practical learning experience. Additionally, guest lectures are regularly organized to provide students with industry insights and practical knowledge from experts, bridging the gap between academic learning and real-world applications.

Advanced Learners:

- **Identification of High Performing Students:** High performing students are identified based on internal assessments, university exams, and their active involvement in classroom activities.
- **Encouragement to Join Professional Bodies:** Students are encouraged to become members of professional organizations like the Computer Society of India (CSI) and take leadership roles in organizing technical events, which helps enhance their networking and industry knowledge.
- **Development of Analytical and Presentation Skills:** Students are advised to participate in group discussions and technical quizzes, which help develop their analytical thinking, problem-solving abilities, and presentation skills.

- **Club Activities for Skill Enhancement:** Various department-specific clubs organize activities aimed at shaping students' skills in their respective fields, providing opportunities for practical learning and personal growth.
- **NPTEL Sessions for Tough Topics:** The University organizes NPTEL (National Programme on Technology Enhanced Learning) sessions for difficult subjects, allowing students to gain a deeper understanding of complex topics.
- **Micro Projects for Research Orientation:** Students are encouraged to take up micro-projects in their second year to foster research orientation and gain practical experience, in addition to their regular mini and major projects.
- **Opportunities for Creativity:** Students are given opportunities to express their creativity by participating in and organizing intercollegiate and national-level technical symposiums, where they can showcase their skills and innovations.
- **Motivation for University Ranks:** Bright and diligent students are motivated and inspired to aim for university ranks, with support from faculty and peers to help them achieve these goals.
- **Preparation for Competitive Exams:** Students are encouraged to take up competitive exams such as GATE, GRE, TOEFL, CAT, PG CET, IELTS, etc., to broaden their career prospects and further their academic ambitions.
- **Recognition for Academic Excellence:** Semester toppers and university rank holders are recognized and rewarded by the management with certificates and cash prizes, celebrating their academic achievements and encouraging others to strive for excellence.

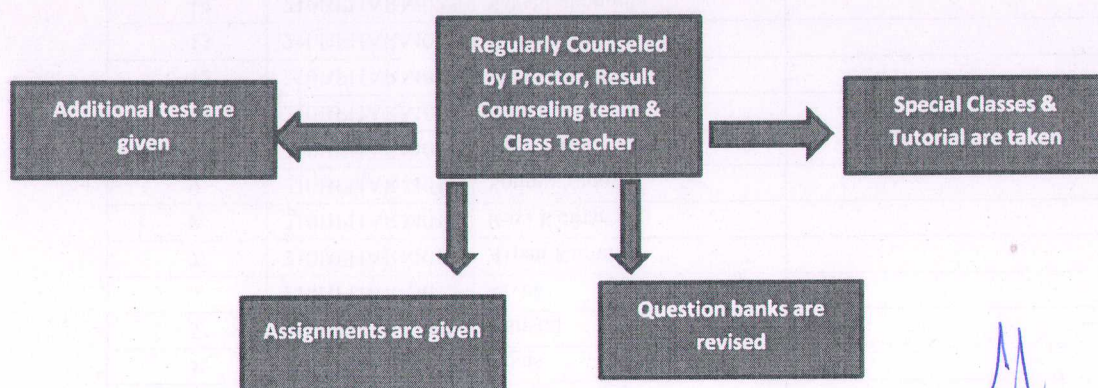


Process to encourage bright student

Slow Learner

- **Student Academic Counselling Process:** The institute follows a comprehensive academic counselling approach. During admission, the Principal meets with both students and their parents to understand their needs, aspirations, and academic goals. This early interaction helps guide the student's educational journey.
- **Continuous Monitoring and Support:** Throughout their studies, students are assigned to a faculty mentor who monitors their academic progress and provides frequent counselling. Mentors assist students in overcoming challenges that may affect their learning or academic success, ensuring they receive the support they need.

- **Communication with Parents:** The institute has a system in place to regularly communicate students' performance and attendance to their parents. Each mentor is assigned 20 students and is responsible for their personal and academic well-being. Regular updates are provided to parents, including SMS notifications and report cards after each assessment test.
- **Support for Slow Learners:** Special attention is given to slow learners, and faculty members engage in regular interactions with the parents of these students to discuss their progress. This on-going support helps slow learners overcome academic difficulties.
- **Verified Learning Materials:** Learning materials prepared by subject faculty members are reviewed by an expert committee before being uploaded to the student portal for reference. This ensures that students have access to high-quality and accurate resources for their studies.
- **Remedial Classes and Course Notes:** The departments organize remedial classes for students, especially those who are struggling or on the verge of dropping out due to arrears in subjects. Additionally, course notes are provided to these students to help them catch up with the curriculum.
- **Regular Class Tests and Revision:** To help improve performance in university exams, students, especially slow learners, are given regular class tests. Faculty members also revise challenging topics based on student requests and provide access to university question banks. They offer guidance on how to present answers effectively in exams to maximize marks.



Process to bring improvement in slow learners

Extra classes are organized to address students' doubts and provide further clarification on challenging topics. These sessions focus on re-explaining critical subjects to ensure that students gain a deeper understanding. Additionally, personalized counselling is offered, accompanied by extra teaching support, which encourages students to attend classes regularly and actively engage with the material. This approach helps improve their academic performance and overall learning experience.

Guidelines for Identification and Activities for Slow and Advanced Learners

Internal Quality Assurance Cell (IQAC) A class generally consists of diverse set of students in terms of their academic performance, attentiveness, and other behavioural characteristics associated with learning. Thus, it becomes essential to identify and categorize students into slow and advanced learners to ensure that expected course outcomes are attained. Once identified, various measures can be taken that can help in enhancing students' performance. The objective of this policy is to devise a structured mechanism to

- Identify Learning Levels of the Students
- Implement the Action plan for Slow Learners and Advanced learners with the objective to improve Students' Academic Performance and overall development
- Monitor and evaluate the effectiveness of the Plan This document describes how to identify the learners with different needs, suggestions for measures that can be taken and documentation required for monitoring the outcomes of the process.

Phase 1- Identification of slow and advanced learners following criterion needs to be used for identifying the slow and advanced learners

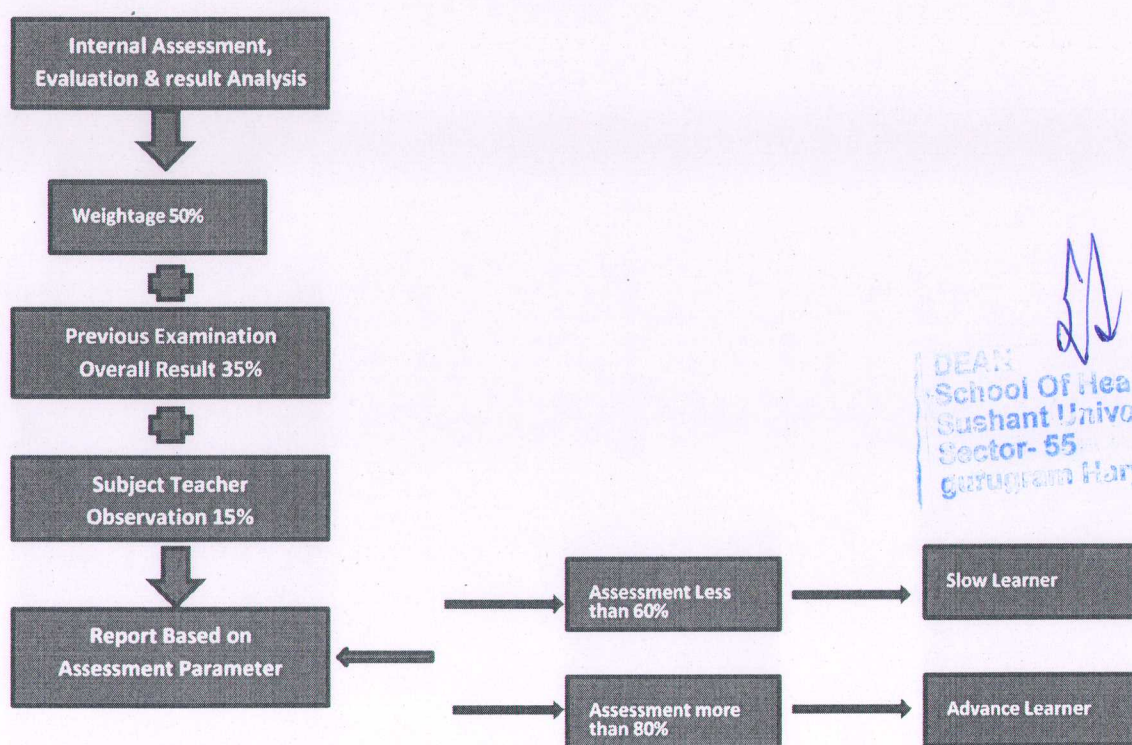
1. Percentage marks in quiz/assessment(s) conducted during upto fifth week of semester.
2. List to be revised after the second assessment (declaration of mid-term marks). Students scoring less than 50% in the mentioned assessment can be categorised as Slow Learner where students scoring more than 80% can be categorized as Advanced Learner. Slow learners and advanced learners would be identified for each course separately by respective course teacher for all the semesters.

Phase 2- Suggestions for activities for Slow Learners

- Remedial classes – provision in timetable is required for that. Attendance record needs to be maintained for this
- Peer tutoring groups can be made for better learning
- Motivation and personal attention by faculty mentor Suggestions for activities for Advanced Learners
- Encouragement for completing certificate courses for MOOCs
- Encouragement for participating in competitions/Seminars/conferences etc
- Challenging assignments for increased engagement Roles and responsibilities of Course Teacher
- Preparing and maintaining list of advanced learner and slow learner

- Preparing and maintaining revised list of advanced learner and slow learner
- Taking remedial classes as per timetable slots prepared by timetable coordinator and maintaining the attendance records of these sessions for slow learners
- Result analysis for slow learners after the result declaration
- Preparing the list of advanced assignment or list of tasks assigned to advanced learners and record of certificate courses completed by them, award, participation in competition, event organized, peer tutoring etc

Assessment of the learning levels of the student



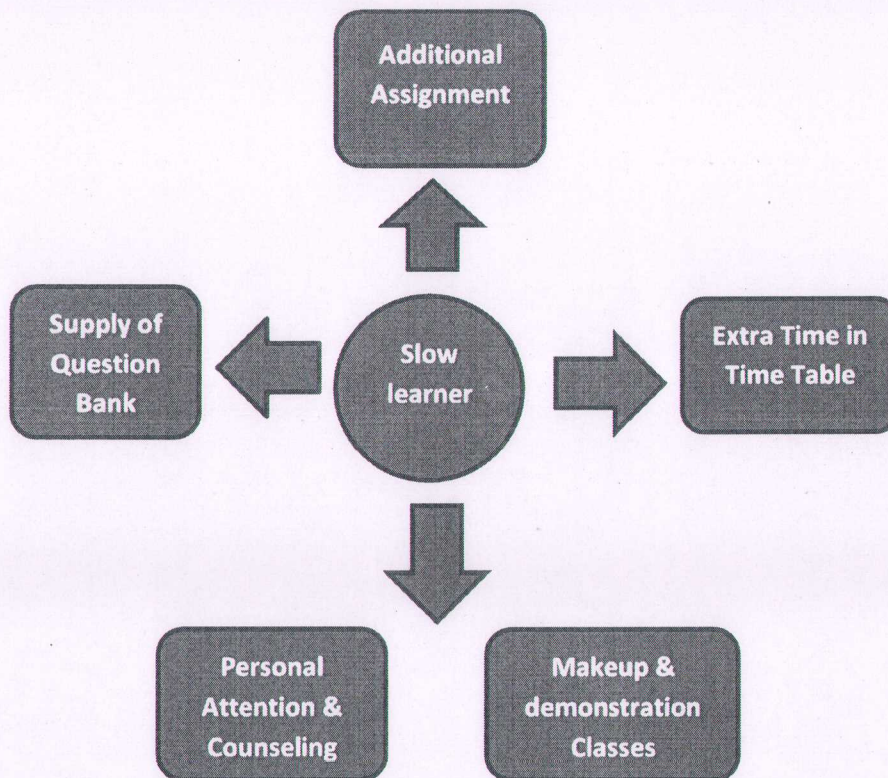
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- **Identification of Slow and Advanced Learners:** Both slow and advanced learners are identified for each subject separately by the respective subject teacher for all programs.
- **Timing of Identification:** The identification process takes place after the declaration of the preceding exam results. This allows teachers to consider the students' performance in the previous academic session, as well as their class performance and personal observations throughout the current session.
- **Parameters for Identification:** A set of parameters will be used to determine the learners' categorization, which may include, but is not limited to, the following:
 - **Academic Performance:** Marks obtained in internal assessments, exams, and assignments.

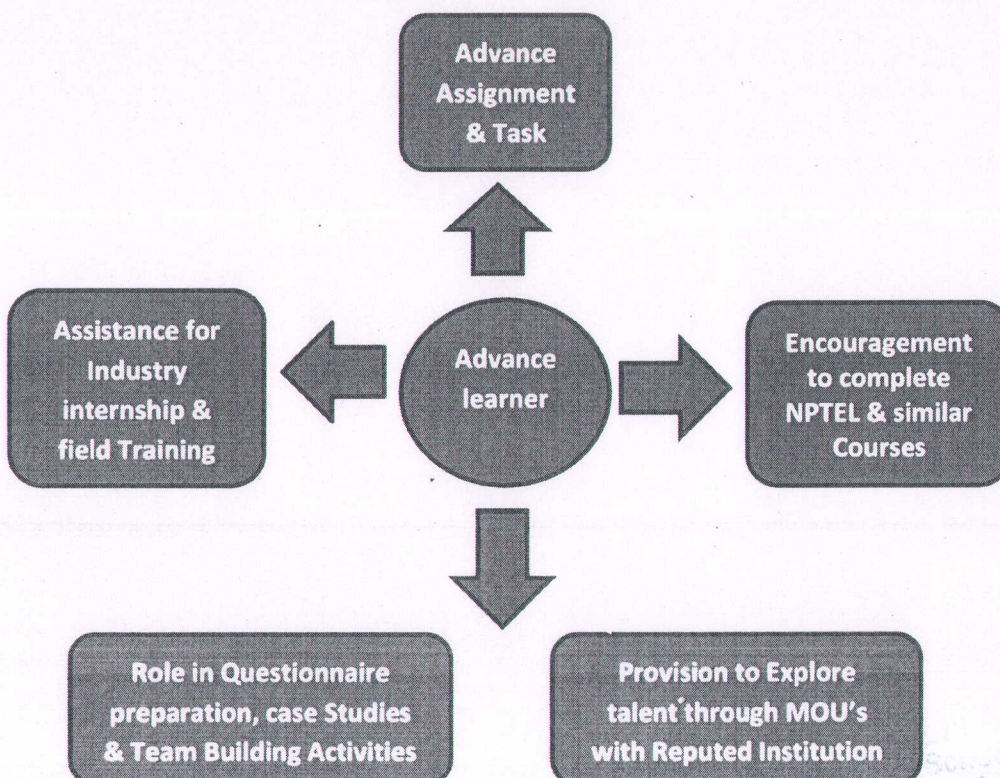
- **Class Participation:** Involvement and engagement during classroom activities, discussions, and group work.
- **Observational Insights:** Teacher's personal observations regarding a student's understanding, effort, and progression in the subject.
- **Attendance:** Regularity of class attendance, which may indicate a student's level of engagement or potential challenges in learning.
- **Ability to Grasp New Concepts:** Speed and depth of understanding of new topics taught in class.
- **Previous Exam Results:** Performance in previous semester exams and assignments as indicators of learning progress.

Sr.No.	Parameter	Weightage in %
1	Marks obtained in internal assessment test	50
2	Academic performance in previous examination	35
3	Observation of subject teacher	15

- **Teacher's Observation Scale:** The subject teacher will record their observations of each student on a scale of 1 to 10, with a 15% weightage assigned to this observation. This helps capture the teacher's assessment of a student's engagement, understanding, and progress in the subject.
- **Class-Wide Report:** After considering both exam results and teacher observations, a comprehensive report for the entire class will be prepared, reflecting a total score of 100%. This provides an overall view of student performance across multiple parameters.
- **Identification of Slow Learners:** Students who secure marks below 50% will be classified as slow learners. These students may require additional support and intervention to catch up with the class and improve their academic performance.
- **Identification of Advanced Learners:** Students who secure marks above 50% will be categorized as advanced learners. These students have demonstrated a higher level of understanding and may be given opportunities for enrichment, challenges, and further development.



Activities for Slow Learner



Activities Done for Advance Learner

B. Conduction of activities for slow learners –

- Extra time is allotted for problem-solving and revision sessions.
- Make-up and demonstration classes are held for practical courses.
- Assignments involve solving previous years' examination papers.
- A question bank is provided for practice.
- Personal attention and counselling are given with special hints and problem-solving techniques.
- Extra hours of teaching are scheduled for two days a week.
- Training is offered during summer and winter holidays.
- Mentors and class teachers provide personalized attention.
- Assignments and remedial classes are conducted for weak students.
- Counselling with psychologists is available when needed.
- Special symposiums, seminars, training sessions, and bridge courses are organized.

C. Conduction of activities for advanced learners –

- Advanced assignments or tasks like participation in seminars, conferences, and technical events.
- Contribution to questionnaire preparation, conducting case studies, and supporting team-building activities.
- Encouragement to complete NPTEL, MOOCS, SWAYAM, Coursera, and similar courses.
- Assistance with industry internships and field training.
- Opportunities to explore talents through MoUs with reputed institutions.
- Hands-on laboratory training and coaching for competitive exams.
- Motivation to undertake small research projects, publications, and receive research methodology guidance.
- Summer and winter training sessions, including stress management training.
- Industrial visits, debates, group discussions, and participation in writing articles or poetry.
- Student exchange programs.
- Assistance with applications for grants from funding agencies like ICMR-STs, BARC, ISRO, DST/DBT, etc.

D. Preparation of performance improvement report –

- Each faculty is required to prepare a report after the final result declaration, documenting the improvement in the performance of slow learners, to effectively close the loop and assess the effectiveness of interventions.

4. ROLES AND RESPONSIBILITIES OF SUBJECT TEACHER:

The subject teacher is responsible for managing various aspects related to slow and advanced learners, which include:

- Conducting class tests.
- Preparing marking schemes and assessment rubrics.
- Evaluating answer sheets and preparing result reports.
- Identifying slow and advanced learners.
- Preparing schedules for extra classes, problem-solving sessions, and revision sessions for slow learners, and maintaining records.
- Creating a list of advanced assignments or tasks for advanced learners.
- Preparing improvement reports.
- Maintaining activity outcome reports for both slow and advanced learners.

Documents to be maintained:

The following documents and records should be maintained for the activities related to slow and advanced learners:

- Cover page of activity (class-wise/session-wise).
- Internal assessment evaluation sheets and tabulation sheets.
- List of slow learners and advanced learners.
- Activity schedule and timetable for slow learners.
- List of activity tasks for advanced learners.
- Attendance records.
- Performance improvement reports.
- Yearly compiled outcome report.

Expected outcome:

- Timely conduction of activities for slow learners.
- Provision for continuous assessment to monitor progress.
- Focus on the improvement of results for slow learners.

Department of _____

Proforma for Identification of Slow and Advanced learners

Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study /

Semester:

Identification Criteria:

Unit test/Class Test/CT Performance	20% Weightage
Mid Term Exam/PUT (Pre-University Test Performance	20% Weightage
Assignment Performance	10% Weightage
Teacher assessment on overall performance of students in various activities (seminar/GD/extracurricular, green & clean activities + attendance	15% Weightage
Average marks obtained in previous year of study	35% Weightage

Level – I Advance – learner (Overall above 50%)

Level -II Slow learner (Overall below 50%)

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Outcome Analysis & overall Assessment performance for Slow and Advanced learners

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Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study / Semester:

S.No.	Description	Average % of Marks	Overall Weightage
I	Unit Test /Class Test/CT performance	Overall 20% Weightage
II	Mid term Exam/PUT (Pre-University Test Performance)	Overall 20% Weightage
III	Assignment Performance	Overall 10% Weightage
IV	Teacher Assessment Based on Overall performance of students in various activities.(Seminar/GD/Extracurricular, Green & Clean Activities + Attendance) % of Marks	Overall 15% Weightage
V	Marks obtained in End Semester Exam / Previous Exam	Overall 35% Weightage

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 School Of Health Sciences
 Sushant University
 Sector- 55
 Gurugram Haryana

Overall Assessment - % of Marks obtained in Criteria

I.	20% –	<input type="text"/>	Unit Test/Class test
II.	20% –	<input type="text"/>	Mid term/PUT
III.	10% –	<input type="text"/>	Assignments
IV.	15% –	<input type="text"/>	TA
V.	35% –	<input type="text"/>	End Sem/Previous Exam

Over all % of Marks obtained.....which is (Sum of I to V)

- If above 80% than student has achieved the level of Advance learner
- If below 50% then student has achieved the level of Slow learner

Student status after completion of semester is

Slow learner

Advanced learner

Student performance at the next higher level in university

Improved

Not Improved

Signature of the HOD

[Signature]
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