



NARAYANA
COLLEGE OF NURSING

Chinthareddypalem, Nellore - 524003. A.P.

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Recognized by Indian Nursing Council and A.P. Nurses & Midwives Council

Affiliated to NTR University of Health Sciences, A.P. Vijayawada.

Accredited by "International Accreditation Organization (IAO)"

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Policy for Slow Learners and Advanced Learners (Identification & Activities)

As teachers we are responsible for dealing with all types of students; some are very intelligent and learn fast, while others are very weak and learn very slowly. Therefore, determining the ability of the students within the classroom has some importance to segregate them into Advanced Learners, Average learners and Slow learners.

As a function of previous exam performance, course performance, and observations in class, learning of speed students can be divided into two groups: advanced learners and slow learners. It is important to note that students have different attitudes toward learning and learning habits. The faculty must adapt their teaching methodology to remain relevant to the slow learners while not turning off the more advanced ones.

Learning levels are assessed and learning activities are conducted for each student in order to ensure that the students have a chance to be advanced in education.

- Determine which students are slow learners and which are advanced.
- Assuring that slow learners and advanced learners are taken care of according to their needs.
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There is guidance on how the process of identifying slow and advanced learners is done and how they are activated to improve further in their education.

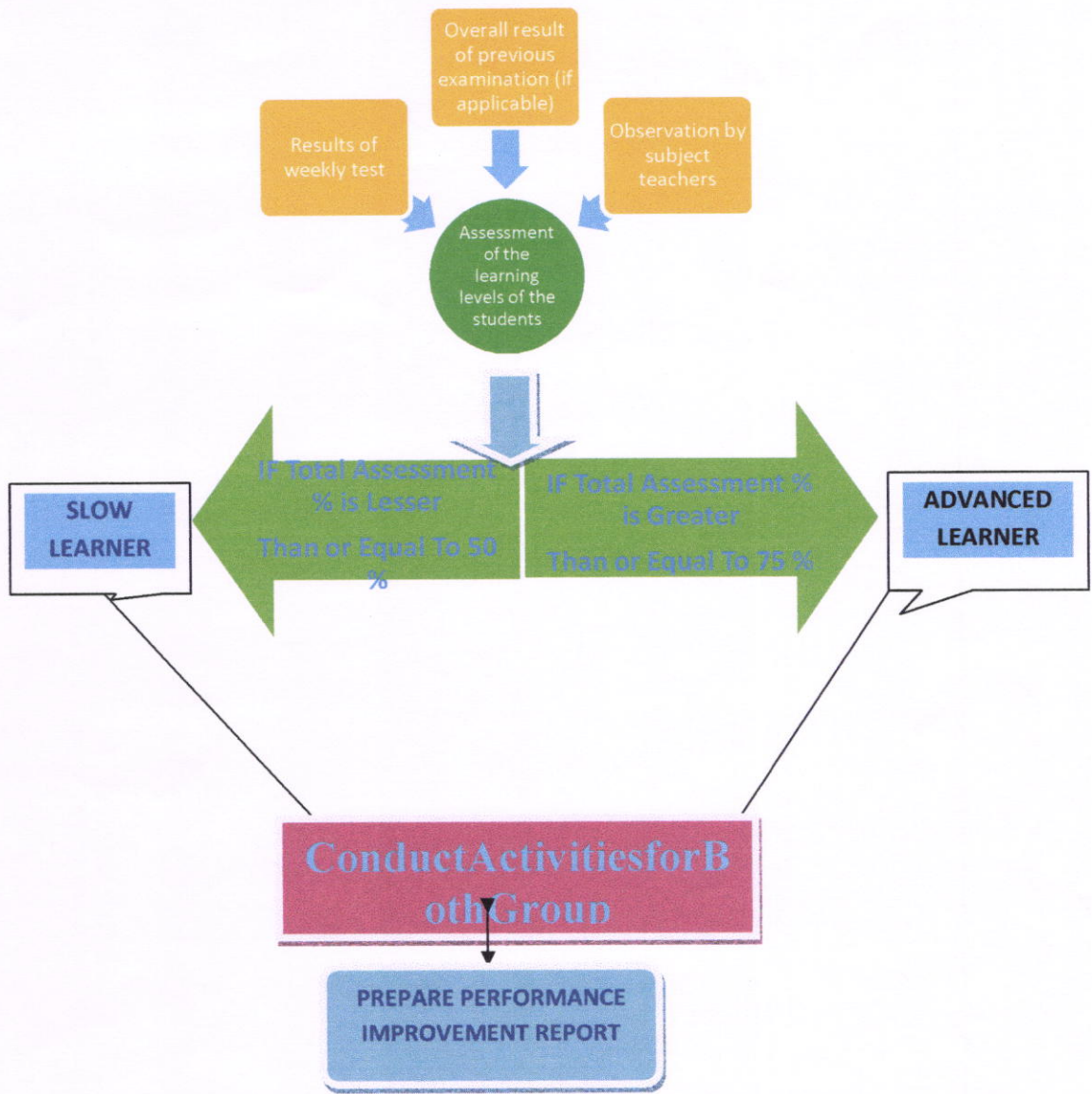
Here are the inputs:

Identifying slow learner and advanced learner processes requires the following inputs

- Overall result of previous examination (if applicable)
- Results of weeklytest
- Observation by subject teachers

Identifying and engaging slow and advanced learners (process):

- ✿ Assessment of the learning levels of the students and the design of activities for them should follow a systematic process, as shown in the flow chart and explained in detail below:



PROCESS OF SLOW LEARNER AND ADVANCED LEARNER

Prepare Performance improvement Report

1. Assessment of the learning level of the students:

- Slow learners and advanced learners would be identified for **each subject** Separately by respective subject teacher for **all the subjects**.
- Process to identifying slow learners and advanced learners would be conducted immediately after declaration of preceding semester university exam result or after one month of teaching.
- Every subject teacher should conduct class test/online objective type test of their subject on syllabus covered till date or on first unit of 25 marks and duration of one hour to identify slow learners and advanced learners.
- Slow and advanced learners are identified based on following parameters and their weightage.

Sr. No.	Parameter	Weight age in Percentage
1	Marks obtained by students in objective type test/class test/unit test conducted for respective subject	50%
2	Academic performance of students in preceding university examination and Responding in class & effort in Assignments and submission	50%

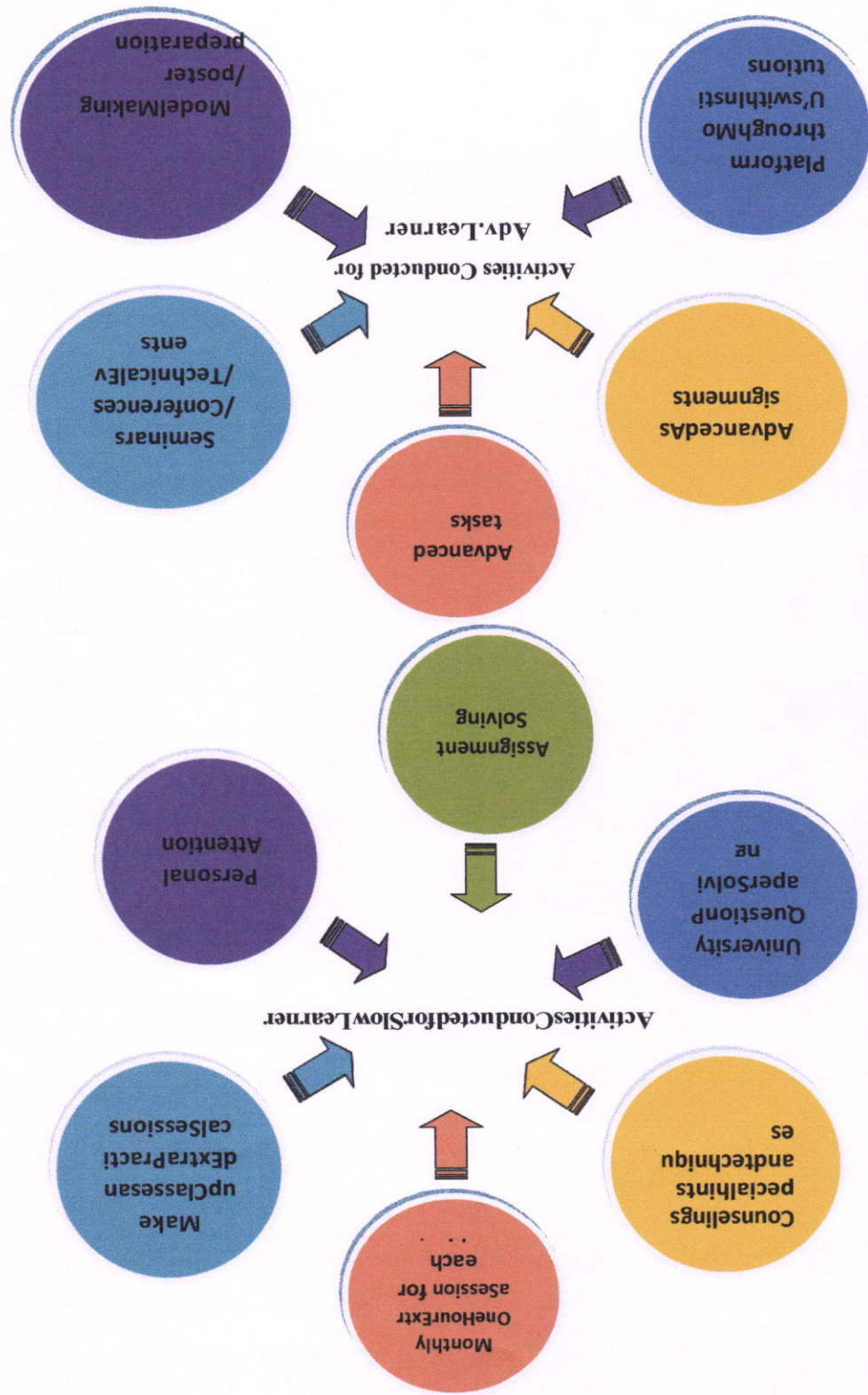
- Based on ANY above parameter report will be prepared for whole class for total 100%.
- The student securing marks below 50% will be identified as Slow Learners and the student securing marks above 70% will be identified as Advanced Learners.
- After that separate list will be prepared for both type of learners for further monitoring and conduction of problems solving sessions/revisions sessions for them.

2. Conduction of activities for Slow learners:

- Provisions should be made in weekly timetable by adding extra one hour to conduct problems solving sessions/revisions sessions/extrasessions
- Makeup classes and practical sessions should be conducted for students to complete the syllabus within time.
- Personal Attention should be provided by respective subject teacher in teaching
- Assignments and solving University question papers
- Question bank
- Counseling – special hints and techniques

3. Conduction of activities for Advanced learners

- Advanced assignments or tasks should be assigned to advanced learners
- Encouragement Participation in Seminars/Conferences/Technical Events
- Assignment based on Model making/ Poster Preparation.
- Platforms should be provided through MoU's with various reputed Institution/Research institute for the advanced learners to explore their talents.



4. Preparation of Performance improvement report of slow learner

- Each faculty should prepare report after either model exam or university result declaration of each examination, which shows the improvement in performance of slow learners to close the loop.

❖ Roles and Responsibilities of Subject Teacher:

Subject teacher is responsible for carrying out different aspects of slow learner and advanced learner identification and activities to be conducted.

Subject teachers will be responsible for:

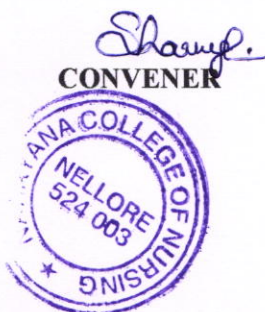
- Conducting class test on each unit for 20 marks and duration of one hour.
- Evaluation of class test answer sheets and preparing the class test result report of class.
- Preparing and maintaining report for whole class based on bench marking.
- Deciding the learning levels of the students with their weightage.
- Preparing separate list of slow and advanced learners
- Preparing schedule for extra sessions/problems solving sessions/revisions sessions for slow learners.
- Conducting the sessions for slow learners as per prepared schedule.
- Maintaining the attendance of slow learners sessions.
- Preparing the list of advanced assignment or list of tasks assigned to advanced learners.
- Preparing the report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.
- Maintain all the records for slow learners and advanced learners activity

❖ Documents to be maintained:

- Cover page for slow & Adv. learners activity.
- Report of results of class test/unit test.
- Report of marks obtained based on above parameter.
- List of slow learners.
- List of advanced learners.
- Schedule of activity for slow learners.
- Attendance record for session conducted for slow learners.
- Report of performance improvement for slow learners.
- List/Record of tasks given to advanced learners.

❖ Expected outcome:

- Timely conduction of slow learners activities.
- Records based on student progress and observation.
- Improvement in Model exam or university result.



A. S. Reddy
PRINCIPAL

Principal
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Mentoring is an effective and popular way of providing guidance and support to young students. Effective mentoring also helps to accomplish program goals, ensuring consistency and stability in overall development of each student. The prime objective of mentor-mentee process is to ensure students' overall development and growth on the academic and professional matters by fully exploiting the potential of every student

Mentor – mentee process details:

- Eligible faculty members are assigned a group of 8 - 10 students whom they serve as mentors.
- The mentor shall provided the academic performance data and details of slow learner and advanced learners by the respective department or subject incharge to follow up in academics.
- Proper confidentiality shall be maintained by the department and respective mentors to uphold the respect of individuals involved.
- The mentors shall be conducted/ informed in case of disciplinary issues on Code of Conduct with a student.

Role of a mentor:

- To take the lead in supporting a mentee through an ongoing, one-to-one relationship.
- To build a relationship of trust by caring and planning for welfare of the mentee.
- To serve as a positive role model.

Desirable qualities of a mentor:

- Willing listener
- Encouraging and supportive
- Patience and flexible
- Tolerant and respectful

Responsibilities of a mentor:

- Conduct regular meeting as scheduled by committee.
- Track the overall development of the mentee and counsel, guide and motivate in all academic and and professional matters.

- Advice the mentee regarding choice of electives, ad-on-courses, external certifications, project and other co- curricular matters.
- Advice for career options and its planning and development.
- Maintain a confidential progressive record of the mentee.
- Contact parents if situations demands in case of irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc.
- Maintain contact with the students even after graduation.

Responsibilities of a mentee:

- Respect the mentor
- Regularly attend the meetings with the mentor and seek advice
- Provide the details of performance in curricular and extracurricular activities to the mentor.

Shanugali
CONVENER



PRINCIPAL

A. Indira
Principal
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