



INNOVATIVE INSTITUTE OF LAW

Approved by Bar Council of India (BCI), Delhi & Affiliated To CCS University, Meerut, U. P.

GUIDELINES FOR SLOW AND ADVANCED LEARNERS

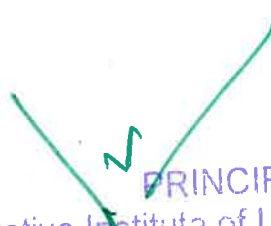


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INDEX

S. No.	Contents	Page No.
1	Definition of Advance and Slow Learners	1
	Objectives	1
	Methods of Assessment	2
	Specific Steps to be taken for advanced learners	2
	Specific steps to be taken for slow learners	3
	Expected Outcome	3


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Guidelines for Slow and Advanced Learners

Innovative Institute of Law has established itself as a premier institute providing quality teaching-learning to students. The college offers learner centric teaching-learning, which comprises a good number of co-curricular and extra-curricular activities for learners from diverse background for their holistic development. The college recognizes that the learning interest and pace of every student is different. The College considers that some learners are slow learners whereas some are Advanced learners. In such a situation, it is crucial to recognize the learning levels of learners and plan accordingly to deliver learner centric teaching-learning.

1. Advanced and Slow Learners

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 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.

2. 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 to 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 of learning processes
- To minimize the gap between slow Learners and advance learners
- To motivate fire innovative and creative mindset
- To organize the workshop/seminar/guidance program for slow learners
- Help to understand paper pattern, question pattern, ere.

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3. Methods of assessment:

The students can be assessed to identify their foaming levels by different mechanisms

- At the entry level, the students must be assessed on the basis of their performance in orientation session. In this session students interact with all authorities, HODs and Senior Faculties. They will identify the level of students. These students are identified as slow learner, Department head and faculty will focus more on them and analyze the performance of students from time to time.
- The students and the teachers must be notified about the schedule and details of remedial classes through notices. Then, the remedial classes should be conducted regularly for the identified slow learners, as per the schedule. Pre- University Test (PUT) to be taken in each subject Slow and Fast learners are to be identified on the basis of this test. Dering the remedial classes, teachers are expected to provide additional study materials and notes, etc. to the students to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled. The slow learners of the same batch and the failure students of previous batches will attend the remedial classes as per required subject.
- In addition, the departments should organize different activity like group discussions, study tours, guest lecturers along with interactions with the subject experts, etc.
- Subject wise tests and performance assessment is done in concerned subjects after identification of slow learner on the basis of their scores in university examinations after
- Identification criteria after entry level assessment:
 - ✓ Slow Learner -----46% - 50%
 - ✓ Average Learner ---- 51% - 55%
 - ✓ Advanced learner ----- 56% and above

4. Specific steps to be taken for advanced learners:

- Encouraging them to participate in group discussions, elocution, debate, Legal-Aid Clinic, Moot Court, quiz to develop analytical and problem-solving abilities.
- Offering special coaching for competitive examinations or better career planning and growth.


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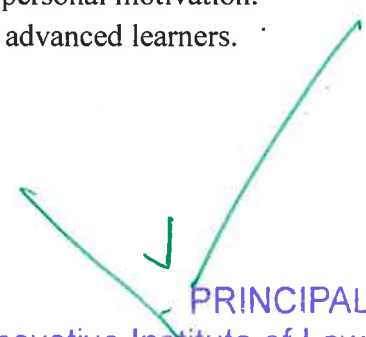
- Conduction of workshops/Add On/Value-Add Courses to improve their communications skills, presentation skills and personality development.
- Organizing activities to promote their interactions with the subject experts and develop critical thinking abilities.

5. Specific Steps to be taken for slow learners:

- Tutorials, discussions, interactions and remedial coaching.
- Concept clarification and problem-solving exercises.
- Provision for simplified but standard lecture notes/course material.
- Revision of topics and practical.
- Enhancement of communication skills and art of reading-learning.

6. Expected Outcome:

- a. Consistent high academic performance of advanced learners in university examinations.
- b. Enhanced interactions and subject knowledge of advanced learners.
- c. Augmentations in presentations and communications skills of advanced learners.
- d. Enhancement in regularity and involvement in classroom teaching-learning of slow learners.
- e. Improvements in university exam results of identified slow learners.
- f. Development of better and accurate sense of self with improved confidence.
- g. Development and nurturing the deep understating of personal motivation.
- h. Enhanced interest in the chosen subjects of slow and advanced learners.


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