



Office of the Registrar  
**DIBRUGARH UNIVERSITY**  
Dibrugarh – 786 004, Assam

No. : DU/RG/A.02.03/23/5896(A)

Date : 17.05.2023

**NOTIFICATION**

In pursuance of the Resolution No. (19) of the 352<sup>nd</sup> Meeting of the Executive Council held on 17<sup>th</sup> March, 2023, and based on the recommendation of the Committee constituted vide : DU/IQAC/02/2022/Meeting/825, the **Policy for the Education of Slow Learners and Advanced Learners of Dibrugarh University** as enclosed herewith has been approved .

Encl. as stated.

  
**Registrar i/c**  
Dibrugarh University

Copy to :

01. The Hon'ble Vice-Chancellor, D.U., for favour of information.
02. All Dean of Faculties, D.U., for information.
03. All Head of the Departments, D.U. for information .
04. All Chairpersons of the Centre for Studies, D.U. for information.
05. The Controller of Examinations, D.U. for information.
06. The Librarian, L.N.B. Library, D.U. for information.
07. The Deputy Registrar (Acad), D.U. for information.
08. The In-charge, D.U. website for information and necessary action.
09. Office file

**Registrar i/c**  
Dibrugarh University.

ITEM NO. 15



**DIBRUGARH UNIVERSITY**  
**Dibrugarh- 786004, Assam: India**

**REPORT ON**  
**POLICY FOR THE EDUCATION OF**  
**SLOW LEARNERS AND ADVANCED LEARNERS**  
**OF DIBRUGARH UNIVERSITY**

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**



**DIBRUGARH UNIVERSITY**  
**DIBRUGARH- 786004, ASSAM: INDIA**

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**Policy for Education of Slow Learners and Advanced Learners**

**1. Introduction:**

Dibrugarh University was established in 1965. It is the easternmost University in India. It is primarily a research, teaching, affiliating, and examining body involved in promotion of Arts, Science, Commerce, Engineering and other branches of learning. The vision of Dibrugarh University is to develop human resources by integrating knowledge and skill, human values and compassion for a better world. From the Mission Statement of the University, it is evident that it imparts value-oriented education and skill based training that foster leadership traits of the learners, which also helps in generating sustainable development, social harmony and peace. Presently the University is offering Graduate, Post-Graduate and Research Programmes to the learners from India as well as abroad in various subjects through different Departments, Centre for Studies and the Dibrugarh University Institute of Engineering and Technology (DUIET).

In each classroom of the above-mentioned Departments, Centre for Studies and DUIET, teachers have to deal with different types of learners. For example, some students are very intelligent and can acquire learning very rapidly, some learn at an average rate and some are very weak and slow in learning. On the basis of the learner's levels of learning, students are categorised as advanced learners, average learners and slow or backward learners. Dibrugarh University has tried to develop a policy to deal with the different types of learners of this Higher Education Institution. However, this policy will discuss the remedial measures that may be taken by the Faculty members of the Institution to improve the learning and functioning capacity of the slow learners and advanced learners only, which will benefit not only the individual students of these categories, but will also improve the effectiveness of the teachers and the teaching learning processes in the classrooms of Dibrugarh University.

## 2. Operational definitions of Terms Used:

### a) Slow Learners:

In the present policy, the term slow learners is used to mean *those learners who are unable to deal with academic skills and activities what the average learners of his/her age do in the normal classroom due to poor and slow grasping power as well as lack of basic knowledge of the concepts learnt in their earlier programmes of study due to defective school/college environment, lack of teachers, natural disaster/pandemic situation etc.* They may be characterised as learners with poor memory, retention and comprehension, more absenteeism, ill interest in studies, emotional instability, low self-concept, frustration and physical, social, psychological and developmental problem etc. They can learn but not at par with their same age peers due to different reasons. Slow learners need educational attention but not special educational services. The regular classroom curriculum and learning are applicable to slow learners with remedial education.

### b) Advanced Learner:

Also known as gifted and talented learners, in the present policy the term advanced learners means *those learners who can learn faster and remember for longer period of time than the average or normal students.* They display superior abilities in problem solving. Advanced learners may be characterized as learners with high motivation, high aspiration, analytical ability, perseverance, goal-oriented behaviours, action-oriented, linguistic competence and physical abilities. They are very alert, proficient and concerned with different social issues. They have superior cognitive ability, creativity in thinking and originality in production. If proper educational experiences are provided, they can be the future innovators, problem solvers and evaluators of the different issues of the society and culture.

## 3. Objectives of the Policy:

All learners of a classroom are not same and equal. They have different needs and capabilities. To identify the different needs and capabilities, assessments of slow and advanced learners are essential. The main objectives of this policy are thus -

- a) To identify the learning levels of the learners.
- b) To meet the different needs of students and nourish the capabilities of the learners as per their requirements.

- c) To prepare and implement activities for slow learners and advanced learners to improve their curricular and co-curricular performances.
- d) To monitor and evaluate the effectiveness of the strategies implemented for slow learners and advanced learners.

#### 4. Process of Identifying Slow Learners and Advanced Learners:

The process of identifying the slow learners and advanced learners includes the following steps -

- a) The process to identify the slow learners and advanced learners should be conducted immediately after declarations of sessional test/preceding semester university result.
- b) Slow learners and advanced learners would be identified for each Course (Paper) separately by the respective Course Teacher for all the semesters.
- c) Slow and advanced learners shall be identified based on the following parameters and their weightage:

Sl. No.	Parameter	Weightage in Percentage
1.	Marks obtained by learners in class test/ sessional test conducted for respective Subject and Course	50%
2.	Performance of learners in the preceding University/Board/Council Examinations	25%
3.	Observation of the Course Teacher	25%

- d) For Parameter No. 3, every Course Teacher should assess each learner on a Scale of 1 to 10.
- e) Based on the above parameters, a report would be prepared for the students of the whole class for a total of 100%.
- f) The learners securing **marks below 45%**, would be identified as slow learners and learners securing **marks above 75%**, would be identified as advanced learners.
- g) At the end separate lists are prepared for both types of learners for further action.

## 5. Strategies to deal with Slow Learners:

Considering the characteristics of **Slow Learners**, the following strategies may be adopted to deal with them-

Characteristics	Strategies
<ul style="list-style-type: none"> <li>▪ Slow learners have poor and slow grasping power than their peers of same age, to deal with academic skills and activities.</li> <li>▪ They have poor memory, retention and comprehension capacity.</li> <li>▪ They don't have basic knowledge of the concepts learnt in their earlier programmes of study due to the factors like- lack of teachers, defective school/college environment and natural disaster/pandemic situation.</li> <li>▪ They show less interest in studies.</li> <li>▪ They often remain absent in classes due to various reasons.</li> <li>▪ Frequently they display frustration and anxiety.</li> <li>▪ They are emotionally instable.</li> <li>▪ They have low self-concept.</li> <li>▪ They have physical, social and psychological problems.</li> <li>▪ They have problems with developmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As slow learners have poor grasping power, so provisions should be made in weekly time table by adding additional two hours for remedial/doubt clear sessions.</li> <li>▪ To attend classes regularly and develop interest in studies, motivational sessions should be conducted for them.</li> <li>▪ Group learning activities should be provided to them.</li> <li>▪ As slow learners have language difficulties, they should be provided bi-lingual explanation and discussions of the course contents.</li> <li>▪ Engaging advanced learners (peer teaching) in teaching the slow learners is also useful for improving the levels of learning.</li> <li>▪ Provisions should be made available to such students for solving question papers of earlier examinations.</li> <li>▪ Personal and academic guidance should be provided by the Course Teacher/Teacher Mentor as per the requirements of the slow learners.</li> <li>▪ Counselling services should be made available to solve the personal, social and psychological problems of slow learners.</li> <li>▪ Different support services should be given to the learners with developmental problems as</li> </ul>

<ul style="list-style-type: none"> <li>▪ Slow learners have language problems.</li> </ul>	<p>per their requirements.</p> <ul style="list-style-type: none"> <li>▪ Special training sessions should be conducted to develop language ability, communication skills and time management skills.</li> </ul>
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#### 6. Strategies to deal with Advanced Learners:

Considering the characteristics of **Advanced Learners**, the following strategies may be adopted to deal with such learners -

Characteristics	Strategies
<ul style="list-style-type: none"> <li>▪ Advanced learners have the ability to learn faster than the average and normal learners.</li> <li>▪ They can remember things for longer periods of time.</li> <li>▪ They are superior in problem solving ability.</li> <li>▪ Advanced learners display high motivation, high aspiration and perseverance.</li> <li>▪ They have better and superior analytical ability than the average learners.</li> <li>▪ Advanced learners show goal-directed and action-oriented behaviour.</li> <li>▪ They are very alert, proficient and concerned with different social issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As advanced learners are highly motivated and have goal directed behaviour, they should be encouraged to strive for higher goals providing additional inputs for better career planning and growth.</li> <li>▪ They should be encouraged to participate in National / International Seminars/Conferences/ Workshops and to make paper presentation to nourish their higher analytical abilities.</li> <li>▪ They should be motivated to write and publish good quality research papers and publish it in the reputed journals.</li> <li>▪ To explore their talents, advanced learners platform should be made available through MoU's with various research institute/industries.</li> <li>▪ Provision should be made for industrial visits and help them join in industry sponsored internships.</li> <li>▪ High level assignments/tasks should be assigned to advanced learners.</li> <li>▪ Advanced learners should be encouraged to</li> </ul>

<ul style="list-style-type: none"> <li>▪ They have linguistic competence and physical abilities.</li> <li>▪ They are the future innovators, problem solvers and evaluators of the culture of a society and the ones who aid in its modernization.</li> </ul>	<p>complete the NPTEL/Advanced courses.</p> <ul style="list-style-type: none"> <li>▪ Such learners should be encouraged to involve themselves in the research projects undertaken by the Faculty members of their institution.</li> <li>▪ Thorough Counselling and Mentoring should be provided.</li> <li>▪ Startups and seed money should be offered to ensure their innovative proposals can be implemented.</li> </ul>
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## 7. Conclusion:

Additional avenues to the advanced learners and remedial care and individual attention to the slow learners should be paid to make them better achievers so that the young potential human resources of our society are moulded to perform at their optimal levels. Even if the learners of a class are identified as slow and advanced learners, they should not be labelled as extraordinary or poor, but they need to be treated equally in the class with supportive care and appropriate pedagogy, as per their individual requirements. Only then can we, as the personnel given the responsibility by society to foster and nurture the future citizens of our country, do justice to our duties – besides also helping all learners to reach their full potentialities and fulfilling the aspirations of their guardians.

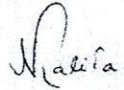
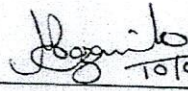
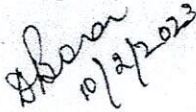
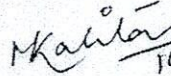
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MEMBERS OF THE COMMITTEE CONSTITUTED BY THE INTERNAL QUALITY ASSURANCE CELL (IQAC), DIBRUGARH UNIVERSITY IN ITS MEETING HELD ON 26/08/2022 VIDE NOTIFICATION NO. DU/IQAC/02/2022/MEETING/825 TO DEVELOP MECHANISM TO IDENTIFY SLOW LEARNERS AND ADVANCED LEARNERS OF DIBRUGARH UNIVERSITY

Name of the Members:

Signature:

1. Prof. Neeta Kalita Barua (Chairperson):  10/02/2023
2. Prof. Mukut Hazarika (Member) :  10/02/2023
3. Prof. Daisy Bora Talukdar (Member) :  10/2/2023
4. Dr Mun Kalita (Convener) :  10/02/2023