POLICY

ON

ADVANCED AND SLOW LEARNERS

1. PREAMBLE

Parul University is dedicated to creating an inclusive and student-centered learning environment where each and every student's unique learning pace, ability, and style is acknowledged and recognized. This policy is intended to identify, sense and nurture both, advanced learners and slow learners to enable every student to learn, grow and realize their academic potential in an equitable manner.

2. PURPOSE

The aims of this policy are to:

1. Create a structured process for identifying advanced and slow learners.

2. Provide individualized academic support and interventions.

3. Improve the teaching-learning process through inclusive pedagogical strategies.

4. Support the development of all students regardless of rate of learning.

3. SCOPE

This policy is applicable to all students enrolled in **undergraduate, postgraduate, and diploma programmes** across all constituent institutes and faculties of Parul University.

4. IDENTIFICATION OF LEARNERS

4.1 Preliminary Identification

- Faculty members identify potential advanced and slow learners through **regular classroom interaction, academic performance, attendance, and participation**.

- The process of identification shall begin within the **first month of each semester**.

4.2 Assessment Mechanism

- Identified students undergo a structured **assessment process** developed jointly by the **departmental faculty** and the **INSIGHT Centre for Counselling and Psychological Wellness**.

- Assessment tools include personal interviews, diagnostic tests, learning style inventories, such as VAK (Visual Audio Kinaesthetic) Learning Styles Self-Assessment.

- Based on these assessments, students shall be categorized as:

  Advanced Learners: Students demonstrating high analytical, conceptual, and creative abilities.

  Slow Learners: Students requiring additional guidance, time, or alternative instructional methods.

5. POLICY GUIDELINES

5.1 Guidelines for Advanced Learners

The following measures shall be implemented to promote the academic growth of advanced learners:

1. Encouragement to participate in **research projects, innovation labs, and start-up initiatives**.

2. Provision of **enrichment programmes**, advanced reference materials, and e-learning access.

3. **Mentorship and guidance** for competitive examinations and higher education opportunities.

4. Participation in **seminars, conferences, technical quizzes, and academic competitions** at institutional and national levels.

5. Opportunities for **peer mentoring** and leading academic discussions.

6. Recognition through **awards, scholarships, and certificates of excellence**.

7. Exposure to **industry collaborations** and advanced internships.

5.2 Guidelines for Slow Learners

To assist slow learners in improving their academic performance and self-confidence, the following measures shall be adopted:

1. Conduct of **remedial and bridge classes** to strengthen conceptual understanding.

2. Use of **interactive teaching aids**, including projectors, visual tools, and multimedia learning resources.

3. Provision of **extra tutorial sessions** and small-group learning.

4. Implementation of **bilingual instruction** and simplified study materials when required.

5. **Individual mentoring and counselling** in coordination with the INSIGHT Centre.

6. Encouragement of **peer-assisted learning** and cooperative study groups.

7. Regular **feedback and progress tracking** through internal assessments.

8. Workshops on **communication skills, time management, and study habits** for academic enhancement.

6. ROLE OF FACULTY

- Faculty members shall maintain continuous observation of students and record learning progress.

- Departments shall ensure that faculty adopt **inclusive and flexible teaching methodologies**.

- Faculty shall collaborate with the **INSIGHT Centre** for psychological and learning support as required.

- Department coordinators shall document all interventions and report to the Head of Department at the end of each semester.

7. MONITORING AND EVALUATION

1. Each department shall constitute a **Monitoring Committee** comprising:

    A. Head of the Department

    B. Faculty coordinators

    C. Representative from the INSIGHT Centre

    D. Student representative (if applicable)

2. The committee shall review and evaluate the effectiveness of interventions once every semester.

3. The committee shall submit a **performance report** and recommendations to the Academic Council for review and improvement.

8. EXPECTED OUTCOMES

- Enhanced academic achievement and self-confidence among slow learners.

- Improved research engagement and innovation among advanced learners.

- Development of an inclusive, flexible, and student-oriented learning environment.

- Strengthened teacher-student relationships and peer collaboration.