

Best Practice –2

1. Title of the Practice: Booster class for slow learners

2. Objectives of the Practice:

- Create an educational setting focused on the individual learner.
- Identifying slow and advanced learners within the class is crucial for tailoring instruction to their specific requirements.
- Motivate slow and advanced learners to empower themselves and collaborate as a team.
- Assist slow and transitional learners in improving their participation in learning activities, with the goal of helping them progress toward advanced learner status.
- To ensure both slow learners and advanced learners receive the necessary support to address their individual educational needs

3. Context

In the classroom, faculty must navigate the diversity of students, encompassing both highly intelligent individuals who grasp concepts swiftly and those who struggle and learn at a slower pace. Each student exhibits distinct learning attitudes and habits. Thus, the teaching methodology should be flexible enough to engage slow learners without alienating advanced ones. This process offers teachers guidance for recognizing and implementing effective strategies, ensuring that both slow and advanced learners benefit while not neglecting those of average proficiency. As a result, it becomes essential to assess the student's abilities in the class. Based on this assessment, some students may require minimal guidance, while others may need intensive effort and consistent attention. Advanced learners, often referred to as bright students, are those who excel in their learning and may require more advanced or specialized knowledge and skills. Conversely, academically slow learners, also known as weak students, are those who struggle to keep up with the standard classroom instruction and require additional support to help them catch up with their peers.

Learners can be categorized into different groups based on their prior exam performance, current subject performance, and foundational knowledge. These groups include **advanced learners, transitional learners, and slow learners**, each with their unique learning attitudes and habits. In the educational context, it's essential for instructors to tailor their teaching methods to engage and support slow learners without alienating advanced learners. Equally

important is the attention given to transitional learners, who fall in between these categories and require a balanced approach for effective learning.

Identification Procedure

To distinguish between slow and advanced learners, the following inputs are required:

- Preceding university exams overall result
- Current semester first internal exam marks (First internal exam covers only one module)
- Other assessment (Class tests, assignments etc) scores
- Subject teacher's classroom assessment

Evaluation of student learning proficiency

Slow learners and advanced learners are identified separately for each course by the respective course teachers in all semesters. The process to identify the slow learners will commence immediately after the declaration of the preceding semester university exam results, or within one month of teaching for the current semester. For each subject, a class test followed by first internal examination is conducted. The first internal exam will be of 60 marks and have a duration of two hour covering the first module. The classification of slow and advanced learners will be based on these parameters and their corresponding weightage.

Using the parameters, a report will be generated for the entire class, displaying the percentage scores of each student. Students who score less than or equal to 40% will be classified as Slow Learners, those who score greater than or equal to 60% will be classified as Advanced Learners, and students scoring between 40% and 60% will be considered Transitional Learners.

These lists will serve as a basis for implementing tailored strategies to support each group of learners and monitor their educational progress.

Execution of Interventions for Slow Learners

To support slow learners, a variety of activities can be implemented to enhance their understanding and academic performance. Booster class is one among them.

A "booster class" for slow learners is an additional or supplementary class that aims to provide extra support, instruction, or resources to students who may be struggling in a particular subject or area of study. These classes are designed to help slow learners catch up, improve their understanding, and build essential skills. Booster classes typically offer a more focused and targeted approach to address specific learning challenges and bridge gaps in knowledge.

After the college working time, extra one or two hours are utilized for the booster class. Online or offline classes can be offered based on the situations. The allocated extra hours is utilized to conduct problem-solving sessions, revision sessions, and additional lessons. This additional time provides slow learners with more opportunities for clarifying doubts and reinforcing their understanding.

This also ensures that subject teachers provide personal attention to slow learners during booster classes. Address their questions, concerns, and learning difficulties individually to enhance their comprehension. They are assigned regular homework and provide opportunities for students to solve university question papers. Practice exercises and assignments can help slow learners strengthen their skills and gain confidence in tackling academic challenges.

They have provided a question bank containing a variety of problems and exercises related to the subject. Slow learners can access this resource to practice and improve their problem-solving abilities during booster classes.

Also they have offered counseling sessions that provide special hints, techniques, and strategies to overcome their academic obstacles. These counseling sessions include study skills, time management, and effective learning techniques.