DHANALAKSHMI SRINIVASAN

COLLEGE OF ENGINEERING AND TECHNOLOGY

Advanced and Slow learners Policy

Approval Date   **:** 23rd April 2021

Governing Body Resolution   **:** 23rd April 2021

Issued for Implementation   **:** 26th April 2021

Objectives:

The class is usually a mix of good and average students. The policy intends to guide the teachers and the students to maximise the benefits from institution's policy especially related to academic matters.

Principle / Scope:

The composition of student community is very diverse consisting of elite classes, first generation learners, gifted learners, slow learners and the students with high aspirations. They have different attitudes, aptitudes and challenges. The college needs to cater the needs of this diverse group in a standardised way. The purpose of the policy is not only to guide the teachers and also sensitise the students to the new environment and behave as a responsible person.

The policy has three components:

- Categorization of students for intervention: They are grouped into two categories - Advance learners and Slow learners.
- Intervention required for Slow Learners.
- Intervention required for Advanced Learners.

Policy defines the role of teachers and students.

Role of teachers:

The teachers should be able to identify both categories of students. They should plan for intervention.

- **For Advanced Learners:** Value addition is to be incorporated in teaching through extra sessions over and above the prescribed syllabus for insight development.
- **For Slow Learners:** Weak students and slow learners are to be supported through tutorials, counselling and mentoring.

Role of students:

The students need to be cooperative and adhere to the instructions given by the teachers.

General Guidelines:

Categorization of Students:

The students are categorized into two types- Advanced Learners and Slow Learners based on the learning capacity. Marks obtained at different levels are the basis for categorization.

For Second and Subsequent Years:

- Slow learner and advanced learners would be identified for each subject separately by respective subject teacher for all the semesters.

- Process to identify of slow learners and advanced learners would be conducted immediately after declaration of preceding semester university exam result or after one month of teaching in case of First year.

- Every subject teacher should conduct class test / online objective type test of their subject on syllabus covered till date or on first unit of 20 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.

- The student securing marks below 40% would be identified as Slow Learners and the student securing marks above 70% would be identified as Advanced Learners.

- After that separate list are prepared for both type of learners for further monitoring and conduction of problem-solving sessions / revision sessions for them.

S. No.	Parameter	Weightage in Percentage
1	Marks obtained by student in objective type test / class test / unit test conducted for respective subject.	50%
2	Academic performance of students in preceding university Examination	25%
3	Subject teacher observation	25%

For First Year Students:

The students would be categorised based on the entry level of marks secured. The first sessional examination is also being considered. The Course teacher is responsible for documentation and coordination.

Interventions for Slow Learners:

- Provision is to be made in weekly time table by adding extra one hour to conduct problem solving sessions / revision sessions/extra sessions.

- Personal Attention should be provided by respective course teacher in teaching.

- The students are to be assignments and asking to solve previous years' University question papers.

- The students are exposed to the question bank.

- The students are to be given individual attention like counselling and providing special hints and techniques.

- Periodic monitoring the progress of such students and interacting with their mentors.

The course teacher keeps the documentation of all processes including time table, extra classes conducted and attendance. Peer learning may also be explored. Additional internal assessments may be conducted for such students.

Interventions for Advanced Learners:

The advance learners are required to be given assistance for further improvement and growth. The following strategies, but not limited, are suggested:

- Giving advanced assignment topics of contemporary interest.

- Encouragement to complete MOOC / Advanced courses.

- Encouragement Participation in Seminars / Conferences / Professional Events.

- Assignment based on Case studies.

- Encouraged for internship in industry or research institutes.

- Trained and encouraged to attend the competitive examinations like GATE.

Mentoring System:

The college has mentoring system in practice. A teacher is assigned some students usually not exceeding 15 students. The assigned students are called mentees and the concerned teacher is known as mentor.

The concerned mentor should be in touch with concerned course teacher periodically to augment the mentees learning.