



Measures to support slow and advanced learners

Need:

There is always an academic diversity in the student community that must be addressed so that all the students get the necessary support and encouragement to increase their learning outcomes and be able to achieve their career aspirations.

Objectives:

- To provide a system for enhancing student learning and development through remedial and other support mechanisms
- To create instructional sessions for slow learning students in consolidating their fundamental knowledge in various subjects, improve understanding and enhance learning effectiveness.
- To provide further opportunities in career planning, research, innovation and entrepreneurship for advanced learners through self-learning and mentoring

Strategies to be adopted for supporting slow learners:

- Fine tuning the teaching objectives to support the purpose
- Concentrate on areas that will help student develop understanding and learn from there easily
- Modifying the teaching styles to suit students' learning abilities
- Create learning content suitable for the slow learners to prepare well
- Assignments and exercises are to be given to the students for practice

Strategies to be adopted for supporting advanced learners:

- Providing assignments for self-learning that are beyond the curriculum
- Giving advanced topics in their domain for literature collection and self – study
- Participating in co- curricular activities such as quizzes, debates, coding contests, hackathons and ideathons through technical associations and professional chapters

- Participating and presenting papers in conferences and workshops to develop research aptitude besides developing scope for networking with peers and experts.
- Assigning minor projects with real world context to develop hands-on experience and research
- Motivating them to prepare for competitive exams like GATE, CAT, GRE, TOEFL, IES and other national and international level examinations

Process:

- At the starting of the semester a diagnostic test is conducted to assess the academic diversity of the class
- If required a few classes may be conducted on topics of the prerequisites of the course under consideration
- The performance of this diagnostic test should be used for fine tuning the teaching as well adopting suitable teaching styles to address the diversity
- Also, the assessment values must be used to set the benchmark attainment levels of COs, POs and PSOs
- The performance in the first mid term examination must be taken for identifying the slow learners by fixing a threshold value based on the complexity of the course
- The list of students who are falling below the threshold should be listed and informed to attend the remedial sessions
- Remedial classes must be conducted in zero hours so that the regular academic plan and time table is not disturbed
- The time table for the remedial sessions is prepared and notified
- Preferably senior teachers teaching the course are allotted for remedial sessions
- Attendance of the students is recorded
- The impact of the remedial sessions must be recorded.