



VELALAR COLLEGE OF ENGINEERING AND TECHNOLOGY (AUTONOMOUS)

(Approved by AICTE, New Delhi and Affiliated to Anna University, Chennai)

(Accredited by NAAC with 'A' Grade and NBA)

Thindal, Erode - 638012, Tamil Nadu, India.

Email: principal@velalarengg.ac.in, Website: <https://velalarengg.ac.in>

Phone: 0424-2244201/02/03

23. POLICY ON ADVANCED AND SLOW LEARNERS

Through this policy, the VCET makes its assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life. The policy also persuades the teaching Departments to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the VCET without forgetting the average performers.

ADVANCED LEARNERS

The term advanced learner in this policy refers to the students who can engage learning activities faster than the other students in the class and achieve high scores and make significant achievements in their life. They are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviour and usually achieve more than the majority of the classmates. These students are to a great extent gifted and talented than the others in the class. These students can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

Policy Guidelines for Advanced learners

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations
2. Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations
3. Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations
4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world
5. They are given special scholarships at the entry level for making their ideas become visible.
6. Startups are offered to the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.
7. The mentors give higher goals and also make the advanced learners get higher levels of



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personality development and stress management trainings.

8. Encouraging the students to participate in value added courses, content beyond syllabi programs.
9. They are made the supporters to the average and the slow learners.
10. Meritorious students are felicitated every year with cash prizes and certificate at the hands of distinguished persons by way of Academic Excellence Award
11. Students are encouraged to enroll their names in SWAYAM Courses.
12. As a part of Autonomy system, the advanced learners are insisted to adopt fast track system by which the students can undergo internship in the 8th semester and the courses in the 8th semester may be studied in the previous 2 semesters.
13. Students are engaged in ICT enabled teaching learning and LMS with considerable responses.

Students are encouraged to participate in the intra and inter departmental technical events and allow organizing the events to develop leadership qualities.

SLOW LEARNERS

The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration. They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language.

Methods of assessment

The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations, Competitive entrance examinations, and the performance in the initial stage of the programme including the bridge programme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme through DOTE approval. This level can be set as the benchmark of the student. Subsequently they can be assessed continuously through the examination results at various levels and stages, their performances in the extra - curricular and co - curricular activities throughout the programme. The assessment procedure can be a statistical process of making the three levels like High, Average and Low on the basis of the central





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tendencies (mean plus and minus Standard deviations). The change of the students and the levels achievements can also be compared using the Rubrics based on the student portfolio with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

Policy Guidelines for Slow learners

1. The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introverts in the class.
2. They shall be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
3. The Department and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize bridge classes and remedial programmes for them.
5. Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Slow learners are specially advised and counseled by a mentor and the subject expert.
8. Corrective classes are conducted for the weaker students based on the results of class tests.
9. The students are given training on communication skills, personality development, time management and motivational sessions.
10. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
11. Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
12. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
13. Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.
14. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
15. Peer education strategies are effectively used
16. Encouraging the group learning activities and practical will be useful to the slow learners.





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17. The support of the alumni is also effectively used to motivation and mentoring to the slow learners.

The process of giving additional inputs to the advanced learners and the slow learners is not an effort to make the students average achievers but to make every one better achievers. Even if the students are identified as slow learners or advanced learners in the class they shall not be labeled as the extra ordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented also make their goals in life achieved. The mentoring and facilitating efforts of the teachers and the university administrative system will be a great investment in achieving the best result and performance of the students.

REMEDIAL CLASSES

In the College Remedial classes are conducted for slow learners. In the regular classes, if the student fails to understand the subject, such students are admitted to remedial classes. It focuses on basic concepts, develop better study habits (i.e. preparing notes, etc.) and to develop confidence in the students for respective subject. Remedial classes help to close the gap between what a student knows and what he is expected to know.

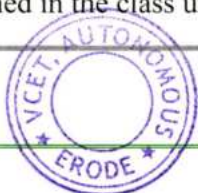
In our college, students are come from different family backgrounds with different living standards. There are some students with high learning ability who can grasp quite fast and learn better but there are other students who needs frequent guidance and support. To make pace with the fast learner, college has conducted remedial classes on regular basis for slow learners. Apart from remedial and regular classes, teacher arranged extra classes on request of either students (slow learner or fast learner) or mentor.

Objectives

- To boost up the confidence of slow learner students and to realize their weakness.
- To enhance the skills in respect of learning process.
- To remove the scare about study.
- To make the equal level of slow learner and advance learner.
- To motivate for an innovative and creative mindset.
- To organize the workshop/seminar/guidance program for slow learner.
- To understand paper pattern, question pattern, etc.
- Strategies of Weak Students Identification

Following key points are considered to identify the slow learner and fast learner.

- By asking the oral question in the class room.
- Mark obtained in the class unit test.





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- To check their home assignment.
- As per previous university/Board result.

Remedies for Slow Learner

- Separate classes are conducted for them and fast learner students are also welcome in this class.
- Personally help to students for difficult topics.
- Easy class test are conducted to motivate the slow learner.
- Some topics are explained with practical sessions so that it is easy to understand.
- Some topic start from basic concept.
- Teacher give hint related to topic to remember.

Methodology to Implement the Remedial Class

Faculty identifies the slow learner in regular classes and makes the list of them. Each department declares notice and time table for remedial classes after covering the 80% of syllabus in regular class with permission of principal. Generally 15 remedial classes are assigned but teacher may extend the classes as per requirements. During the classes, teacher observed the students' progress by performing following activity:

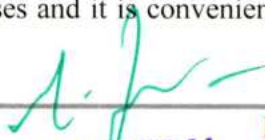
- Asking oral question in class.
- Conducting the test exam in the class.
- Giving assignment.
- Arranging seminars, if necessary.

BRIDGE COURSE

Most of the Students admitted in first year are from rural area and some of them are not so advance in some subject due to lack of facility. Some students are unknown to new subject as they do not have previous background. To boost up their academic skill and confidence of such students in learning process, all the departments of the college conduct the bridge course for first year students before the commencement of regular classes every year. The purpose of bridge course conduction not only to bridge the gap between subjects studied previously and the subject would be studying in first year but also clear and revise the fundamental concept of topic whether it is belong to the previous course or new course. Bridge Course conducted for all course but those students who seek the admission in first year having subject Mathematics and Computer Science need more of bridge course as they did not have previous background.

It is seen that, bridge course is beneficial for both students and faculties. As in teaching learning process, student can easily grasp the advance topic in regular classes and it is convenient to faculty to teach the advance topic.




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Methodology to Implement Bridge Course

Staff meeting is arranged by the Principal at the starting of the session. He gives the guidelines for the various academic activities to be conducted in the session to the staff. Bridge course is one of them to be conducted at the starting of session.

As tentative time table is declared in the beginning of session, HOD of each department arranged the meeting with their faculty members and determines the strategy of bridge course implementation.

- Bridge course are conducted normally in the month of June and July. Generally 15 classes are assigned for bridge course. Faculty may extend the classes as per requirements.
- In time table, classes of bridge courses are to be conducted after 10.00 am.
- HOD of each department shares the view and future opportunities of the programme.
- HOD of each department explains the code of conduct of the students
- During the bridge course, each faculty identifies the strength, weakness, learning level and area of interest of students.
- Faculty revises the fundamental concepts of all key subjects taught at under-graduation.

Bridge course are also conducted for those students who take late admission by conducting the extra class and students who completed the bridge classes are also allowed to this class.



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