योगः कर्मसु कौशलम्
IN PURSUIT OF PERFECTION

Vivekananda Institute of Professional Studies

Policy for Slow and Advanced Learners

Important Note:

1. *The following document is confidential and should not be circulated to the students.*
2. *Students at times not feel good to be identified as "Slow", therefore, a session/ class to be called for* slow *students will be termed as "Remedial Session".*
3. *Similarly, calling few students as advance learners, may discourage students who are average in studies. Therefore, a session/ class to be called for advance learners will be termed as Special Session.*
4. *Faculty can use these terms interchangeably as well.*
5. *The process and steps given below strictly use only for the improvement of the performance of the student and not otherwise. Thus, this document is for internal consumption only.)*

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Introduction

There may be academic as well as non-academic reasons for students to be weak/slow and advance learners. The mentor-mentee system helps a student to develop in totality including but not limited to academics. Mentor mentee system work for a student at a macro level. A subject faculty is the one who can work for the better academic

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performance of a student at the micro-level and thus can contribute to the improvement of the academic performance in a particular subject of a student.

The guidelines are as follows:

I. Weak/ slow learners in academics and steps to be taken

The subject faculty can follow the process given below to find the weak/slow learners in the subject and allotted section.

Process and steps to be implemented by the Subject Faculty member of a section

A. Identification

Stage 1: Identification of slow learners in the first teaching month of the semester

Stage 1.1: Identification of slow learners in the last teaching month of the semester

B. Steps to be taken for the improvement of the students during the semester

C. Submission of the closing report

A. Identification: Stage 1: Identification of learners in the first month of the commencement of the semester

1. The following criteria can be used based on the previous semester's end-term examinations:

a. A student scoring less than 50 per cent aggregate in the previous semester's end-term examination may be a slow learner.

b. If no student has scored less than 50 per cent in the particular section, then find out the five students who have scored the least in the section. They can be identified as slow learners.

2. A student who has failed in more than three subjects in the end-term examination may be a slow learner. (This point does not apply to the first-semester student.)

3. A student who misses lectures often for reasons other than unforeseen circumstances may be a slow learner.

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Stage 1.1: Identification of slow learners in the last teaching month of the semester

A subject faculty member can do either or both of the following:

1. A student who has scored less than 50 per cent in continuous evaluation in your subject or the five students who have scored least in the section can be considered as a slow learner.

2. A student may be identified as a slow learner if his/her attendance is below the minimum stipulated level, and he/she has a consistently poor track record.

B. Steps to be taken for the identified slow learners during the semester

1. The faculty member should make the list of students classified as per the categories identified above.

2. Engage student during "Subject Doubt Class" as given in the timetable. The class may be termed as "Remedial/Special class". If necessary, adopt the deduction method while teaching or responding to the queries of the slow learners. Repeat or revise the portion covered in the lectures.

3. Assign easy but important research topics and home assignments and give it's feedback to the student.

4. Inform parents through the mentor/class-in-charge about the performance of the student. If necessary call parents for the meeting through the Mentor/class-in-charge.

C. Closing report submission

Submit a report containing the following:

1. A comparative analysis between the first and the last teaching month list of students.

2. Write about the improvements seen in the identified students and exemplify them.

3. Write the challenges you had faced during this process and

4. Give suggestions if any.

The subject faculty should submit the above report to Academic Programme Committee by email after the announcement of the end term result or on the date as notified by the respective Department's Dean.

II. Identification of advanced learners

As slow learners need attention, advance learners also need attention. The process and steps are written below to be followed:

Process and steps to be implemented by the Subject Faculty members of the sections

The process can be divided into three stages:

A. Identification

Stage 1: Identifying the advanced learners in the first teaching month of the semester

Stage 1.1: Identification of advanced learners in the last teaching month of the semester

B. Steps to be taken during the semester

C. Submission of the Closing report.

A. Identification: Stage 1: Identification of advanced learners in the first month of the commencement of the semester

This stage involves the following:

1. Identification:

a. Subject faculty can identify a student who has scored more than 90 per cent aggregate in earlier semester's end term examination as an advanced learner.

b. If no student has scored more than 90 per cent in the particular section, then subject faculty may identify the top five students in the earlier semester exam as advance learners. (This point does not apply to the first-semester student).

2. Subject faculty may identify students who have scored more than 90 per cent marks in more than three subjects as advanced learners.

3. A student may be identified as an advance learner if his/her attendance is above the

minimum stipulated level, participation in class is noteworthy, and he/she has a consistently good track record. This criterion applies to the first semester students also.

Stage 1.1. Identification of advanced learners in the last month of the semester

A subject faculty can do either or both of the following:

A student can consider as an advance learner if he/she has scored more than 95 per cent in continuous evaluation of your subject or the five students who have scored highest in the section as advanced learners.

A student may be identified as an advance learner if his/her attendance is above the minimum stipulated level, and he/she has a consistently good track record.

B. Steps to be taken during the semester by the subject faculty

1. Engage student during "Subject Doubt Class" as given in the timetable if required. The class may be termed as "Special/Remedial class".

2. Inform parents about the progress done by the student.

3. Improve the presentation and writing skills of the students.

4. Guide the student for participating in various intra-level /inter-level/national and international academic activities.

a. Additionally, encourage the student to publish his/her writings.

b. Support the writing and presentation by providing advanced reading material to read and refer to the student.

5. Encourage the student to give his/her opinion on the various issues of the subject during a regular lecture. Give opportunities to showcase his/her understanding of the concerned subject/topic.

6. The visibility of the student should not confine only to the class. Give proportionate challenges to the advance learner. Adopt the induction method to deal with an advance learner.

C. Closing report submission





Submit report containing the following:

1) A comparative analysis between the first and last teaching month list of students.

2) Any improvement observed in the identified students with the help of the result of end term exam and other achievements.

3) The challenges you had faced during this process and

4) Give suggestions if any.

The subject faculty should submit the above report to the Acacdemic Programme Coomittee by email after the announcement of the end term result or on the date as notified by the Dean of the respective Department.

III. Role of the mentors and Mentor-mentee Coordination Committee

The mentors will encourage students to take advantage of the subject doubt class. They will help a subject faculty for coordinating with the parents. If mentors have called a meeting with parents, then the mentors should take inputs from the subject faculty members and they will discuss the concerns of the subject faculty with the parent. A subject faculty may also join the meeting.

It is advisable to keep coordination between a mentor and subject faculty to discuss the progress and issues about a student/mentee.

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*** With Subject to change as per department needs.**

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