

IITM/SP/ASL/14

Policy for Supporting Advance and Slow Learners

The Institute of Information Technology and Management is dedicated to fostering the academic progress of both slow and advanced learners through a range of tailored initiatives. For slow learners, the institute implements comprehensive support systems that include personalized remedial classes, targeted handouts, and multimedia resources designed to address individual learning gaps. These efforts are complemented by regular doubt sessions and communication training to build confidence and competence. For advanced learners, the institute promotes intellectual growth through challenging assignments, research opportunities, and participation in specialized projects that encourage innovation and critical thinking. By creating an inclusive and dynamic learning environment, the institute ensures that all students have the resources and support they need to excel in their academic pursuits, ultimately nurturing a diverse and well-rounded community of learners.

Definition

Advance Learners: Students who demonstrate a high level of understanding and mastery of course material, typically scoring above 80% in assessments.

Slow Learners: Students who struggle with course content, typically scoring below 50% in assessments.

Preamble

Recognizing the diverse learning needs of students is essential for fostering an inclusive educational environment. This policy outlines the strategies and activities designed to support both advance and slow learners, ensuring that all students have the opportunity to thrive academically.

Process and steps to be implemented by the Subject Faculty member of all courses

A. Identification

1) Identification of learners at the onset of first semester

The following criteria is used based on their qualification marks.



- a. The top 10 students are categorized as advanced learners.
- b. The bottom 10 students are classified as slow learners

II) Identification of learners in the first month of the commencement of the semester

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

- a. Bottom 10 student in the previous semester's end-term examination may be a slow learner.
- b. Top 10 student in the previous semester's end-term examination may be an advanced learner.

B. Action to be taken

Activities for Slow Learners (Percentage <50%)

1. Remedial Classes/Tutorial/Bridge Course:

A total of 12 hours will be dedicated to personalized remedial instruction to reinforce foundational concepts and skills.

2. Handouts & Notes:

Customized handouts and notes will be provided to supplement classroom learning and facilitate better understanding.

3. Audio-Visual Resource Material:

Utilization of multimedia resources such as YouTube lectures, faculty recordings etc. to enhance comprehension and retention of material through engaging formats.

4. Question Bank - Practice Questions (Theory/Practical):

Access to a comprehensive question bank that includes a variety of practice questions to strengthen knowledge and test readiness.

5. Doubt Sessions:

Regularly scheduled doubt sessions will be held to address individual queries and clarify concepts, providing targeted assistance.

6. Basic Communication Training for Fortnightly Presentations (Use of Language Lab):

Training sessions focused on improving communication skills, including presentations, utilizing language labs with software such as Lanquill, e-speak, open teacher etc. to enhance learning outcomes.



Activities for Advanced Learners (Percentage >80%)

1. Special Application-Based Assignments:

Assignments that challenge learners to apply concepts in practical, real-world scenarios, fostering deeper engagement with the material.

2. Research Paper:

Opportunities for students to conduct independent research and write a paper, encouraging critical thinking and analytical skills.

3. Advanced Topics in Presentation:

Advanced learners will be encouraged to explore and present on complex topics, fostering leadership in knowledge dissemination.

4. Project Development:

Engagement in project-based learning that allows for creativity and innovation, promoting collaborative and independent work.

5. Value Added Courses:

Access to specialized courses that enhance knowledge and skills beyond the standard curriculum, promoting lifelong learning.

6. Research Activities:

Opportunities to participate in ongoing research projects, encouraging learners to contribute to academic discourse.

7. Participation in Internware:

Encouragement for advanced learners to engage in internships or workshops that provide practical experience and professional development.

8. Representation in Institute's Publications:

Advanced learners will have the opportunity to contribute to institutional publications, showcasing their work and achievements.

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.
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.

D. 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.

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.

