



Government College of Technology, Coimbatore-641013
(An Autonomous Institution affiliated to Anna University, Chennai)
SELF-STUDY REPORT

CRITERION 2
Teaching-Learning and Evaluation

Key Indicator - 2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

2.2.2. Student - Full time teacher ratio (Data for the latest completed academic year)

DECLARATION

This is to certify that the supporting documents uploaded in Institution website and the respective links are true to the best of my knowledge and belief. All documents and links are verified and authenticated.

HEAD OF THE INSTITUTION

(seal and sign of Principal)

Principal
Government College of Technology
Coimbatore - 641013





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Internal Quality Assurance Cell

Policy for advanced and Slow learners

Advanced and Slow Learners

Advanced learners are the students who understand a taught topic relatively faster than the other students in the class and attain high scores. They have more potential and talent than the others in the class.

Slow learners on the other hand mostly lag behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium

Preamble

The primary goal of creation of this policy is to assess the learning capacity of the students and provide them guidance accordingly. Specific objectives are enlisted as under:

- Identification of the slow learners and advanced learners in the class
- To develop significant strategies and implementations to benefit both the advanced and slow learners
- To boost up the confidence of slow learners and to minimize the barriers and help them out for enhancing their skills in respect of learning processes and placement
- To encourage to the advanced learners to be excellent achievers
- To bridge the gap between slow and advanced learners.

In the ensuing section, detailed description of the strategies adopted for the slow learner and advanced learner identification process and appropriate guidance measures are highlighted.

Criteria for Categorization of Students

Their score in the qualifying examination cannot be taken into account to identify the different categories of students such as advanced learners or high achievers, average learners, or slow learners as they belong to different boards. Moreover, the qualifying examination tests their memory skills in a group of related subjects. On the other hand, they have to specialize in one discipline at the tertiary level. Hence, their participation in the classroom activities, or their performance in the first continuous internal assessments (CIA) can be used as criteria to identify and categorize students with a view to devising different strategies for curricular transaction and to providing scaffolding for meaningful learning experiences. Students are usually streamed into three categories on the basis of pedagogical convenience. They are

1. Advanced learners or high achievers who are quite visible,
2. Slow learners who need extra help outside the classroom.

Policy for identification of slow and advanced learners

At the entry level, the students must be assessed on the basis of their performance in the examinations, involvement in classroom teaching-learning, and learning pace of students.

Slow Learners:-

- *Class Test Scores: Less than 50 %*
- *Limited self-direction*
- *Lack of motivation and interest*
- *Lagging behind in dealing with higher order problems*
- *Low capacity to comprehend core concepts and their applications*

Advanced Learners:-

- *Class Test Scores: Higher than 70 %*
- *High Grasping Capacity*
- *Quick Response*
- *Self-motivated*
- *High potential to deal with higher order problems*
- *High capacity to comprehend core concepts and apply them in real world situations*

Strategies undertaken for tackling slow and advanced learners

Slow Learners:

After the identification of the learners, the departments following policies are adopted:-

- (i) **Remedial Classes:** conducted regularly for the identified slow learners, as per the schedule prepared. During these classes, teachers are expected to engage in problem solving exercise, provide additional study materials and notes, etc. to the students, direct their creative energies towards concept clarification so as to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled.
The mandates of the remedial classes thus would be:-
 - = Provision for simplified but standard lecture notes/course material (Providing handwritten notes for easy understanding).
 - = Giving additional learning materials like question bank, university question papers etc
 - = Revision of topics and practical
- (ii) **Organize workshops/seminars/guidance programmes** for enhancement of communication skills and art of reading-learning.
- (iii) **Guidance through mentor-mentee scheme:** Mentoring and connecting with faculty members would set up a healthy relationship between the students and the faculty. Small groups of 10-15 students with a faculty mentor is formed for discussions and open thinking towards the self.
- (iv) **Conducting activities to enhance their critical and problem solving skills, orienting them to think.**

Advanced Learners:

- (i) Advanced assignments or tasks would be assigned to advanced learners.
- (ii) Guidance to crack competitive examinations and orient them for better career planning and growth.
- (iii) Stimulating the research aptitude by giving them an opportunity to pursue internship/acquire hands on training on projects beyond the curriculum.
- (iv) Inspire them to get engaged in certificate/value added courses to nurture their skills on SWAYAM, NPTEL, Course Era etc.
- (v) Motivate them to participate in group discussions, debates, elocution, quiz to develop analytical and problem solving abilities.
- (vi) Organize activities to polish their critical thinking abilities.
- (vii) Involve them in Board of studies, Academic Council meetings as members to share their views in the upgradation of Regulation and curriculum.
- (viii) Involve them in Hostel administration,
- (ix) Inspire them to get engaged in Publication of Technical Magazines and Newsletters
- (x) Permission to register for Honours course

Strategies for High Achievers/High Ability Students

1. Project Work in the place of class quizzes
2. Engagement in Peer Teaching
3. Tutoring slow learners
4. Academic recognition such as membership in Boards of Studies, Annual Feedback Sessions
5. Writing Assignments on more Challenging Topics
6. Involving them in consultancy projects/Real world problems/Hackathons
7. Involving them in site investigations in real projects
8. Given recognition by giving important roles in the class like the following
 1. Class Representative
 2. Tour Representative
 3. Placement Representative
 4. Association Secretaryship

Strategies for Slow Learners

1. Compensatory teaching
2. Remedial teaching
3. Developing self-learning materials (SLM)
4. Frequently varying instructional techniques in the classroom itself
5. Providing peer tutoring by high ability classmates
6. Encouraging them to articulate orally in the class & providing more chances for classroom participation
7. Teaching learning skills such as note-taking, outlining, and active listening
8. Mentoring by faculty mentors
9. Encouraging them to spend more time on reading in libraries outside the class hours
10. Additional learning opportunities through online sources like Youtube, Whatsapp, etc.

Guidelines for slow learner (Weak Students):

- The connotation of academically slow learner (Weak Students) means those who could not keep pace with the classroom teaching needs extra attention so as to bring such students at par with the rest of the students of the class.
- Slow learners are identified based on their performance in University Examination of previous semester and internal examinations. Measures taken for improving academic performance of these students
 - (i) Remedial/Extra classes are conducted with appropriate focus on the subject/topic codes in which the students are found to be slow learners
 - (ii) Individual academic counseling is done by concerned subject teacher.
 - (iii) Student helpdesk.
 - (iv) Students study groups are formed for peer-to-peer learning
 - (v) Personal counseling is done through mentoring (Teacher guardian) scheme which takes care of the students mentors maintain the entire academic record of the student which is also conveyed to the parents time to time by the teacher guardian. Slow learners are counseled and motivated by the mentors

Based on above strategies the following are being carried out:

Special programmes for advanced learners:

1. Higher studies at foreign institutions
2. In plant training at premium research institutes and higher education institutes.
3. Knowledge dissemination
4. Online courses
5. Participation in Conferences, Seminars, Webinars, Online quizzes
6. Professional and Proficiency examinations
7. Scholarships
8. Science Academies' Lecture Workshop
9. Summer Internships

Following Special activities are conducted for Advanced Learners:

- i) Guiding for career planning.
- ii) Discussion or seminar on the advanced topic
- iii) Guiding and encouraging to communicate research papers in conferences/Journals
- iv) Guiding the students for GATE/Competitive Examinations.
- v) Training programs for gaining advanced technical know-how.
- vi) Encouraging to participate in various symposiums like quiz, poster presentation, Conferences, inter institution competition etc.

Special programmes for slow learners:

1. Orientation Programme – bridging the gap
2. Special Programme
3. Remedial Class
4. Self Learning materials