PRESIDENCY UNIVERSITY

(Established under the Presidency University Act, 2013 of the Karnataka Act 41 of 2013)

POLICY ON INTERVENTIONS FOR SLOW LEARNERS, AVERAGE & ADVANCED LEARNERS

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[Version 2.0]

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REGISTRAR

Preamble:

The learning abilities of the students who are enrolled in the university are not similar. However, the programs offered at the university shall have a common Program Outcome, specific to each of the program. In order to successfully attain these program outcomes to the expected level, it is mandatory for the university to evolve a structured mechanism to cater to the different levels of learning abilities of the students. In this regard, a generalized policy is formulated to implement this mechanism of learning support

1.0   Scope of the policy

The purpose of this policy is to evolve a principle of action to establish support systems for slow learners, average, and advanced learners and this includes the Identification of the Cohorts of students as slow/average/advanced learners, nurturing of these students and Review of the process.

2.0   Objectives

The objectives of such an assessment process of the learning levels of the students is: i. To identify the factors affecting the students' performance. ii. To analyze them with respect to the institutional framework. iii. After identification and analysis, to provide a proper support for improving their performance and build a successful career thereafter. iv.   To provide a desirable and need-based intervention/institutional support for the slow learners, average learners, and advance learners. All the three cohorts shall be supported duly to reach higher levels of performance in due course of time, without any discrimination.

3.0   Process to identify Slow, Average and Advanced Learners

After admission & registration process is completed, number of sections (classes) are formed [generally consisting of not more than 60 students in a section] in a specific program as per the guidelines of the specific schools issued from time to time. After the formation of these sections, the class coordinators are appointed for each of the section. These class coordinators shall categorize these students into two cohorts initially based on the academic percentages of the students in the preceding year qualifying examination and based on their interactions with the students. Faculty Advisors of these students shall assist the class coordinators in this task.

All students of a particular batch are assessed on following parameters:
1. Mid Term Test / Class Tests
2. Assignments/ Class participation and responsiveness / General awareness / Attentiveness etc.

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3. Class Attendance / Participation in other Activities
4. External Assessment
5. University Exams

Based on the above assessed parameters, students are categorized into three cohorts:

- If aggregate score in Internal Assessment is < 40%; Slow Learners
- If aggregate score in Internal Assessment is > 70%; Advanced Learners
- If aggregate score in Internal Assessment score is ≥ 40% and ≤ 70%; Average Learners

4.0 Student Profile Form

All faculty mentors are required to maintain the individual student details of their respective batches. This record is helpful in maintaining the student data and his/her personal information and connect faculty mentor to parents/guardians.

5.0 Support Faculty Diary:

Every faculty mentor maintains a Diary, which consists of record of the students of a particular batch assigned to him/her. Following records are to be maintained in faculty Diary:

1. Student Profile
2. Performance in Internal Assessment
3. Assessment of the learning level of students
4. List of slow, average, and advanced learners of their batch
5. Remedial measures taken and details (circulars and notices) regarding conduct of remedial classes, etc
6. Post remedial assessment of the students
7. Records of intervention activities for slow, average and advanced learners

6.0. Nurturing of the students:

The activities conducted and the facilities offered to the three cohorts of students shall be different and designed to suit their needs.

7.0 Special Intervention for Slow, Average, and Advanced Learners

a) Slow Learners: Support Faculty continuously take care and monitor the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They shall also interact frequently to understand and assist the students with issues that affect their ability to learn. Further, they communicate with the parents and also inform them about the progress after the completion of each assessment test. For encouraging and

motivating slow learners, special attention is paid to them and a systematic procedure as explained in detail as below is followed:

- Remedial Classes: conducted for both theory and practical sessions.
- Special lectures/tutorials during the non-academic periods in the daily timetable and even special classes on non-instructional days.
- Compensatory Teaching: Provisions in weekly time table by adding extra one hour to conduct problem solving sessions / revision sessions/extra sessions.
- Slow learners shall be provided with an option of availing the "Make up examinations" in every term in case if they need to enhance their grades as per the academic regulations
- Register for the "Summer Term"
- Assignments and Solving University Question Papers: Provide model solutions for questions papers of last 2 years
- Counseling Sessions: Assist students in their weak areas of performance and suggest improvements
- Personal attention: Providing special attention on non-academic parameters such as Communication Skills, Public Speaking, decide on Career Goals, and Managing Academics & Personality.
- Such students are given regular class tests in order to improve their performance in the university exam. Further, faculty members revise the tough topics as per the student's requirement and provide university question bank and discuss the way of presenting the answers in the exam to score marks.

All this is achieved by incorporating audio/visual materials in addition to their regular course work. Special useful tips and techniques are provided to them. At the end of the intervention, success stories of the process by the supporting faculty are documented.

b) **Average Learners:**
   a) Average learners are selected to be the committee coordinators of different technical/ professional departmental and university level committees
   b) Extended Library Hours
   c) Offering remedial classes or supplementary instructions can assist average learners in strengthening their foundation in the subject and filling any knowledge gaps
   d) Provide with capacity development and skill enhancement trainings like a) Soft skills, b) Language and communication skills, c) Life skills (Yoga, Physical fitness, health and hygiene) d) Awareness of trends in technology.

e) Encouraging them to participate in small group discussions or study groups can provide them with a supportive learning environment to interact with peers, exchange ideas and clarify doubts

f) Implementing frequent formative assessments, identify areas where they need additional support and allow support faculty to provide timely feedback

c) Advanced Learners: Such students are encouraged to participate in advanced learning related activities. For encouraging and motivating advanced learners some of the special activities, not restricted to are listed hereunder:

- Advance learning assignments or tasks are assigned to advanced learners
- Encouragement to complete NPTEL/SWAYAM/COURSERA/ courses
- Encouragement to Participate in Seminars/Conferences/Technical Events/ Live Projects / Domain specific Entrepreneurial Skills / Start Up etc.
- Undertaking minor research projects (under faculty supervision)
- Publishing articles (academic reviews or research articles) under the guidance of a supervising faculty
- Providing platform to become the part of Industry sponsored Internship/Research Work.
- Advanced learners are selected to be the committee coordinators of different technical/professional departmental and university level committees.
- Encourage to participate in national level contests and events.
- Encourage to become member of professional bodies and organize technical/professional events, research oriented micro projects from 2nd year onwards.
- Associate with the research scholars of the school and are provided with an opportunity to work with them by using the research facilities of the University.
- Additional library facilities shall be provided to these students as per the library guidelines.
- The placement policy shall provide an additional opportunity to these advanced learners to attend some of the off-campus placement drives of the reputed recruiters.
- In some cases, the interested and select students shall be provided with a facility of training them for competitive examinations leading to admission to the higher education including overseas/ jobs/ etc.
- Select students shall be provided with seed money for in house research as per the Research policy of the university.

8.0   Review of the process:

This learner intervention policy shall be subject to detailed review at least once in a month by HODs and reports shall be submitted to the Dean of the school. The Dean of the School shall review these reports and forward his/her comments to the Dean-Academics as feedback on this intervention process.

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