



GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)

(Approved by AICTE, New Delhi & Affiliated to BPUT, Odisha)

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STANDARD OPERATING PROCEDURE FOR SLOW AND ADVANCED LEARNERS

Objective:

Identify the slow learners and advanced learners and to help them out for improvement in the academics.

Responsibility:

- Principal
- Examination Control Office
- Heads of the respective departments
- All the teaching staff members
- Mentors

Procedure:

GITAM provides equal learning opportunities for every student at all levels of learning. The flexibility in course credit registration enables students (from the third semester onwards) to cope with course work while taking into account their academic strength and capability. Within the classrooms faculty have to deal with different types of students; some are very intelligent who learn very fast and some are quite weak who learn very slowly. Therefore it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention.

The Institute provides learning opportunities at various levels based on students' performance in continuous internal assessments. After identifying the gaps, a few bridge courses are held for the benefit of slow learners. Generally, on the basis of their learning speed students can be classified in two groups; Slow / Advanced learners. Each type of students has different learning attitudes and learning habits. A faculty has to adapt a teaching methodology such that he / she may not lose the attention of the slow learners and bore the advanced learners.

As part of the regular teaching learning process, remedial classes for slow learners are held. Advanced learners are given tasks to help them improve their critical thinking skills. Throughout the academic year, slow learners are given special classes to help them to improve their grades based on continuous internal evaluation. E-learning Readiness videos containing (ELRV) video lectures and lecture notes are provided for the benefit of slow learners, allowing them to learn at their own pace. Advanced learners are encouraged to practice on various coding platforms, MOOCs, and are also permitted to participate in a full semester internship.

Process of identification of slow and advanced learners

The institution follows a meticulous procedure to identify the slow and advanced learners.

Identification criteria of slow learners / activities conducted

1. Students securing 50% of marks in $\geq 50\%$ of courses are considered as slow learners.

2. Corrective measures to improve the performance of slow learners.
3. After completion of each examination, students who cannot cope up with the pace of learning are advised and counseled by the mentors.
4. Necessary tools such as models, pictures, animated videos and E-learning readiness videos (ELRV) are employed to enhance the learning process of slow learners.
5. Special remedial classes (both offline and online) after college hours and exam oriented coaching classes with simplified study materials, solved tutorial question banks, ppts and hand-outs for each course are arranged for slow learners.
6. Student's performances are communicated to the parents through telegram and send progress reports after the continuous internal assessments and parent's meetings are arranged for taking corrective measures to improve their performance.

Initiatives for the support of slow learners

1. **Skill Bridge Program:** Specially designed courses for job guarantee are conducted.
2. **Mentoring:** From the first to the final year, each student receives personal and professional support through counseling. Mentors continuously monitor the performance of slow learners and mentor them to improve their performance.
3. Activity tracking and monitoring through **Learning Management Portal** (Aakanksha) on number of hours of watch on the e-learning materials.
4. **Remedial classes:** After completion of CIA - I, students with less than 50% marks in more than 50% of courses are identified in each section and considered as slow learners. As a part of remedial class, a daily exercise will be given on the topics thought in regular class as homework and ask those students to show in the next class.

Initiatives and Implementation details of assisting slow learners

S. No	Identification Criteria	Actions Taken
1	Students securing 50% of marks in $\geq 50\%$ of courses are considered as slow learners.	<ul style="list-style-type: none"> • Special remedial classes will be conducted for slow learners after college hours. • Student counselor follows their progress regularly and supports them to overcome difficulties in study. • Attendance of the students will be taken and report to be submitted to respective department. • Performance of students is informed regularly to parents. • Providing simplified material, solved question banks which helps them to improve their performance in the examinations. • Initiate collaborative learning among other students by forming teams to discuss and clarify their doubts. • Initiate collaborative learning among other students by forming teams to discuss and clarify their doubts.
2	For the lateral entry students	Additional bridge courses are conducted after the college hours for one month after the commencement of class work. Course material is provided and tutorial question bank for the respective course is discussed after the end of the class.
3	Students who fail in the semester exams	Conducting special classes to failed students before there are appearing in the supplementary examination.

Expected Outcomes:

1. Improved performance in the internal assessment examinations and semester end examinations.
2. The number of students clearing the previous arrear courses has to increase substantially.
3. Counseling by faculty and Parents must create a positive mindset and help to overcome the difficulties faced by the slow learners.
4. Improvement in understanding the courses by the students.

Initiatives to encourage advanced learners:

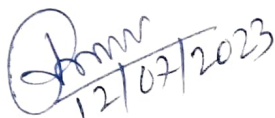
Students clearing all the courses in first attempt in semester end examinations (SEE) are considered as **advanced learners**.

One or more of the following options shall be used:

- Skill-Up Program: A specially designed employability courses to achieve high impact jobs.
- Accelerator Courses: Students with CGPA of 7.5 or higher are encouraged to take up any one additional course of the next higher semester as decided by the Program head.
- A full semester internship leading to research publication.
- GRE / GATE / Competitive exams: Special counseling will be given, and classes will be held separately. Completion of MOOCs through NPTEL-Swayam.
- Encouraged to participate in co-curricular activities like symposia, workshop, and conferences. participate in activities of GITAM's clubs and facilitated to organize technical events.
- Motivated to participate in national and international competitions like Codevita, HackwithInfy, SAE Supra, SAE Aero Design.
- Opportunities for availing international fellowship positions.
- Students has an flexibility to undergo Full Semester Internship (FSI) program either in VII or VIII semester

Expected Outcomes

1. Excel both in academics and co-curricular activities.
2. Placement record should be appreciable.
3. Student's participation in various technical events / competitions should increase and the number of students excelling should increase year by year.


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