POLICY FOR IDENTIFICATION AND SUPPORT OF SLOW AND ADVANCED LEARNERS

Prepared By

Academic Monitoring Committee (AMC)

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Approved by AICTE, Affiliated to M D University Rohtak, recognized under section 2(f) of UGC Act, 1956

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Policy for Identification and Support of Slow and Advanced Learners

OBJECTIVE:
To ensure the appropriateness of the identification process of slow/weak or advanced/bright learners based on their performance and to provide them encouragement and support for their academic and professional growth to serve the industry and society effectively.

ROLES AND RESPONSIBILITIES:

A. Faculty Members:

1. To evaluate the academic performance of the student.
2. To categorize students based on the given parameters.
3. Report the mentor of the students as well as Head of department.
4. Ensure implementation of special initiatives for slow/weak and advanced/bright learners.

B. Mentor:

1. Maintain the record of each mentee.
2. Detailed analysis.
3. Time to time review.
4. Inform progress of mentee to HOD/Faculty/Parents.

C. Head of Department (HOD):

1. Coordinate with faculty regarding various initiatives.
2. Interactions with parents to discuss student progress and strategies.
3. Ensure effective implementation of initiatives for slow/weak and advanced/bright learners.

D. Parents/Guardians:

1. Meetings with the Mentor/Faculty/HOD about the progress of their ward.
2. Support learning at home and encourage engagement in remedial sessions.
3. Support participation in exhibition, activities and competitive exams.
4. Encourage and facilitate involvement in additional learning opportunities.

Methodologies to support weak students and encourage bright students

Student categorization is a systematic process being followed in the Institute. In this process students are categorized into two categories, one is weak learners and other is bright learners based on University results and internal exams. The objective of categorization is to identify the factors which affect the student's performance. After identification and analysis, a proper solution is provided to improve their performance for building a successful career. After categorization, bright learners are encouraged to enhance their conceptual and professional skills to the next higher level. Simultaneously, weak learners are encouraged to increase their academic performance by continuous counseling and monitoring.

SPECIAL INITIATIVES FOR WEAK LEARNERS:

- Counseling by faculty mentors/ members.

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- Remedial Classes.
- Doubt clearing sessions by concerned faculty.
- Provide simplified study materials (Short notes & Solutions of previous year's University question papers).
- PTM / Periodic interaction with parents through HOD.

SPECIAL INITIATIVES FOR BRIGHT LEARNERS:

- Encourage to participate in seminars, workshops, conferences & quizzes.
- Encourage to take up SWAYAM, NPTEL course and other value added courses.
- Encourage to participate in project competitions and research publications.

Criteria for student identification of Slow and Advanced (Bright and Weak) Learners:

Table A: Result of Students (Re-appear %)

Sr. No	% Range of Reappear Papers	Score Given
1	0	50
2	1-20.9	40
3	21-40.9	30
4	41-60.9	20
5	61-80.9	10
6	81 & Above	0

Table B: Result of Students (Pass %)

Sr. No.	% Scored in University Result	Score Given
1	80 & Above	50
2	70-79.9	40
3	60-69.9	30
4	50-59.9	20
5	40-49.9	10
6	Below 40%	0

Student categorization is a systematic process being practiced every semester in three stages.

1. In the first stage, categorization is based on the University results of the previous semester which lasts up to the first sessional test. After the declaration of the result of 1st sessional test re-categorization is done for the second stage. In the third stage categorization is again conducted after sessional test2. The parameters of categorizations are a number of reappear and percentage marks in university results and sessional tests respectively. The weightage in stage 1 for the number of reappear and percentage marks are 75% and 25% respectively.
2. In stage 2, the sessional-1 is incorporated with weightage of 25% and the 75% weightage to stage-I para.
3. In stage-3, the weightage of both sessional is 50% (i.e. 25% each) and 50% weightage to previous year university and term exams.

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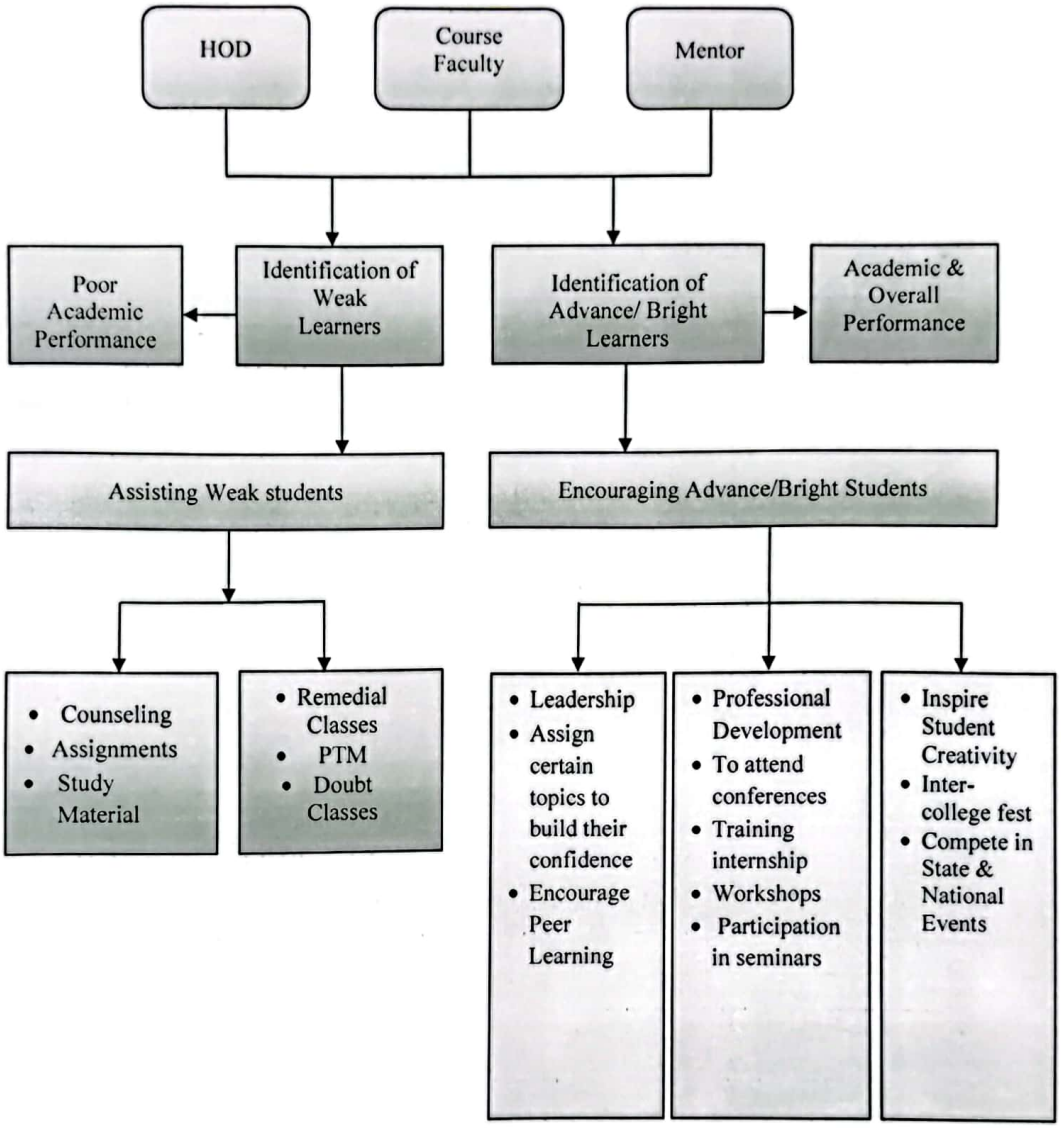
PROCESS FOR ENCOURAGING BRIGHT STUDENTS AND ASSISTING WEAK STUDENTS:

The Process of encouraging bright students and assisting weak students is depicted in Figure as below.



However, the department at its discretion may change the categorized in three stages.

- If the calculated result percentage based on the above factors is more than and equal to 80% then the learner is considered as advanced.
- If the calculated result percentages based on the above factors are less than 60% then the learner is considered as weak.
- If the calculated result percentage based on the above factors is more than and equal to 60% and below 80% then the learner is considered average.

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Phase-I Categorization	Phase-II Categorization	Phase-III Categorization
Marks of 12th or Eligibility for entry as per the Programme	Marks of 12th or Eligibility for entry as per the Programme + Sessional- I	Marks of 12th or Eligibility for entry as per the Programme + Sessional- I + Sessional - II
100% Weightage	75% + 25 %	50% + 25 % + 25%

Identification Criteria

Prepared by:

Coordinator –AMC

Approved/ Not approved

Director

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