



PONJESLY COLLEGE OF ENGINEERING

(A Christian Minority Institution, Approved by All India Council for Technical Education, New Delhi,
Permanently Affiliated to Anna University, Chennai and Recognized
by University Grants Commission under section 2(f) & 12(B), Act 1956)

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ADVANCED AND SLOW LEARNERS POLICY	Policy No. :PJCEPL06
	Issue No. :02
	Date :24-09-2021
Frequency/Next Revision	5 years /Academic Year: 2026-2027

Objectives:

The class is usually a mix of good and average students. The policy intends to guide the teachers and students to maximise the benefits from institution's policy especially related to the academic matters. The main motive of the institution is to place all the good and average students in reputed companies.

Principle / Scope:

- The composition of student community is very diverse consisting of elite classes, first generation learners, gifted learners, slow learners and the students with high aspirations. They have different attitudes, aptitudes and challenges.
- The college needs to cater and the needs of this diverse group in a standardised way.
- The purpose of the policy is not only to guide the teachers, but also sensitise the students to the new environment and behave as a responsible person.
- The students are grouped into two categories - Advance learners and slow learners.
- Intervention is required for Slow Learners and Advanced Learners.

Policy defines the role of teachers and students.

Role of teachers: The teachers should be able to identify both categories of students. They should plan for intervention.

- For Advanced Learners: Value addition is to be incorporated in teaching through extra sessions over and above the prescribed syllabus for insight development.
- For Slow Learners: Weak students and slow learners are to be supported through tutorials, counselling and mentoring.

Role of students: The students need to be cooperative and adhere to the instructions given by the teachers.

For Second and Subsequent Years:

- Slow learners and advanced learners would be identified for each subject separately by respective subject teacher for all the semesters.
- Process to identify the slow learners and advanced learners would be conducted



immediately after declaration of preceding semester university exam results or after one month of teaching in case of First year.

- Every subject teacher should conduct tutorials of their subject for 30 marks on syllabus covered till date with the duration of 45 minutes to identify slow learners and advanced learners
- Slow and advanced learners are identified based on following parameters and their weightage.

S.No.	Parameter	Weightage in Percentage
1	Marks obtained by students in tutorial test conducted for their respective subjects	50%
2	Academic performance of students in preceding university examination	25%
3	Subject teacher's observation	25%

- The students securing mark below 45% would be identified as slow learners and the students securing marks above 70% would be identified as advanced learners.
- After that separate list are prepared for both type of students and coaching classes were conducted for slow learners.
- Mentors counsel and motivate to the slow learners to learn.
- The Course teacher is responsible for students documentation and coordination.

Interventions for Slow Learners:

- Provision is to be made in weekly timetable by adding extra one hour to conduct coaching classes.
- Personal Attention should be provided by respective course teacher in teaching.
- The students are asked to write assignments and to solve previous years' University question papers.
- The students are exposed to the question bank.
- The students are to be given individual attention like counselling and providing special hints and techniques.
- Monitoring the students progress periodically and counselling with motivation would be given by the mentors accordingly.
- The course teacher keeps the documentation of all processes including time table, extra classes conducted and attendance. Peer learning may also be explored.
- Retest for internal assessments may be conducted for such students.



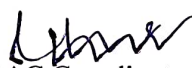

Interventions for Advanced Learners:

The advance learners are required to be given assistance for further improvement and growth. The following strategies, but not limited, are suggested:

- Giving to advanced assignment topics of contemporary interest.
- Encouraged to complete advanced courses.
- Encouraged to Participate in Seminars, Professional Events and paper presentation in Conferences.
- Encouraged for internship in industry or research institutes and Trained and motivated the students to attend competitive examinations like GATE.

Mentoring System:

The college has mentoring system in practice. A teacher is assigned some students, the assigned students are called mentees and the concerned teacher is known as mentor. The concerned mentor should be in touch with concerned course teachers periodically to augment the mentees learning.

Verified by	Approved by
 IQAC Coordinator	 Principal



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