

POLICY FOR SLOW AND ADVANCED LEARNERS

Policy Code: P S A 5 5

1. ABOUT NAIPUNNYA

In the classical language Sanskrit, Naipunnya means ‘expertise’ or ‘mastery’. Naipunnya, as the name signifies, aims at professionalism, discipline and holistic development of the student. The institute is unique in its approach towards professionalism whereby all get a platform to refine and mould their talents. Expansion of knowledge is an ongoing process here. Naipunnya School of Management, Cherthala (NSMC), a project of the Archdiocese of Ernakulam-Angamaly, was established in 2003 under the visionary leadership of His Excellency Mar Thomas Chakkiath. Naipunnya affiliated to the University of Kerala in 2005. Within a decade of its establishment, Naipunnya became synonymous with academic and professional excellence.

2. INTRODUCTION

Every student has different learning attitudes and learning habits. Teaching learning and teaching methodology has to be adapted in such that the teacher does not lose the attention of either the slow learners or of the advanced learners. This process manual is an assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing in their academic and personal life.

The manual provides guidelines to the teachers for identification and development of significant strategies and scientific implementations to benefit both Slow and Advance Learners without ignoring the Average Learners.

On the basis of their preceding exam performance, current subject performance, class observation and learning pace, students are classified in two groups; advanced learners and slow learners.

Objectives

The objectives of such assessment process of the learning levels of the students are;

- i. To identify the factors affecting the student's performance.
- ii. To analyze them with respect to the institutional framework.
- iii. After identification and analysis, to provide a proper solution for improving their performance and thereby build a successful career.
- iv. To provide a desirable and amicable solution both for the slow learners and advance learners in order to avoid any discrimination between them
- v. Motivate / encourages the slow learners to reach a position in due course of time where both the group feel at par with each other.

3. PROCESS TO IDENTIFY SLOW AND ADVANCED LEARNERS

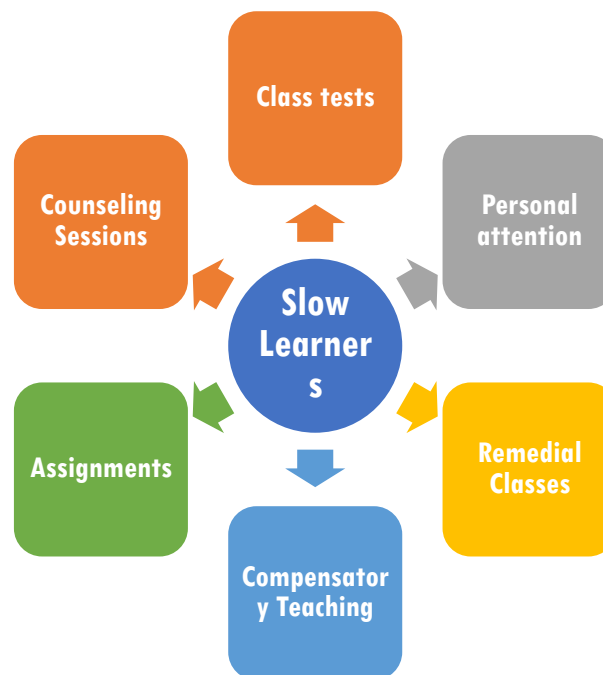
Based on following parameters students are classified into three groups:

- i. If aggregate score in First Internal Assessment is $< 40\%$; Slow Learners

- ii. If aggregate score in First Internal Assessment is $> 75\%$; Advanced Learners
- iii. If aggregate score in First Internal Assessment score is $\geq 40\%$ and $\leq 74\%$; Average Learners

4. PROGRAMS FOR ADVANCED AND SLOW LEARNERS

4.1 Slow Learners



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If the performance score of the student is below 40% in first internal assessment, then the student is considered as slow learners. Faculty mentors continuously interact and monitor the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They interact frequently to understand and assist students with issues that affect their ability to learn.

For encouraging and motivating slow learners, special attention is paid to them and a systematic procedure is followed as shown in the flow chart and explained in detail as below:

- i. Remedial Classes: conducted for both theory and practical sessions.
- ii. Additional Teaching: Problem solving sessions / Revision sessions/ Extra sessions.
- iii. Assignments and Solving University Question Papers: Provide solutions of questions papers from last 2 years
- iv. Counselling Sessions: Assist students in their weak areas of performance and suggest improvements
- v. Personal attention: Providing special attention on non-academic parameters such as Communication Skill, Public Speaking, decide on Carrier Goals, and managing Academics & Personality.
- vi. 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 and visual materials in addition to their regular course. Special hints and techniques are provided to them.

4.2 Advanced Learners



If the performance score of the student in first internal assessment is above 75%, then the student is considered as an advanced learner. 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 as follows:

- i. Advance learning assignments or tasks are assigned
- ii. Encourage them to complete NPTEL/SWAYAM/COURSERA/ courses
- iii. Encourage them to participate in seminars/conferences/technical events/ live projects / domain specific entrepreneurial skills / start up etc.

- iv. Providing a platform to become part of Industry sponsored Internship/Research Work.
- v. Advanced learners are selected to be the committee coordinators of different technical/professional departmental and university level committees.
- vi. Encourage them to participate in national level contests and events.
- vii. Encourage them to become member of professional bodies and organize technical/professional events, research oriented micro projects from 2nd year onwards.

Amendments/Review: This policy shall be reviewed periodically and may be amended as and when required to retain its contemporary relevance. Any stakeholder of the institution may submit proposal for the improvement of policy to the IQAC. The proposed changes shall be reviewed by IQAC and, if found suitable, shall be forwarded to the higher authorities for consideration.

Indicative time of Review: 20/02//2026

Administering Entity: Principal, Vice principal, Executive director, IQAC Coordinator

Approval Authority: College council



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