



B. P. PODDAR INSTITUTE OF MANAGEMENT & TECHNOLOGY

Approved by AICTE, New Delhi & Affiliated to MAKAUT, W. B.
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POLICY ON SLOW AND ADVANCED LEARNERS



About the Institute

Established in 1999, B. P. Poddar Institute of Management & Technology (BPPIMT) stands as a tribute to Late B. P. Poddar, a visionary philanthropist, educationist, and the founding father of the B. P. Poddar Group. The Institute was founded with the mission to uphold his legacy of promoting excellence in education and social development.

Supported by the B. P. Poddar Foundation for Education, a trust devoted to enhancing the quality of technical education in India, BPPIMT is affiliated to the Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal, and approved by the All India Council for Technical Education (AICTE).

The Institute strives to elevate society through transformative education, guided by a unique learning culture that emphasizes collaboration, communication, and innovation. Its dedicated and experienced faculty, drawn from diverse academic and professional backgrounds, nurture students to become competent professionals and responsible citizens.

Vision of the Institute

To emerge as a progressive and premier Institute for Engineering and Technology education with ethical values for creative engineering solutions commensurate with global changes.

Mission of the Institute

- Offer quality education through modern accessible, comprehensive and research oriented teaching-learning process.
- Create opportunities for students and faculty members in acquiring knowledge through research and development.
- Providing effective interface with industry by strengthening Industry-Institute interaction and developing entrepreneurial skills.
- Meet ever-changing needs for the nation through rational evolution towards sustainable and environment friendly technologies.

POLICY ON SLOW AND ADVANCED LEARNERS

Introduction

This policy is recognized as the “Policy on Slow Learners and Advanced Learners” of B. P. Poddar Institute of Management & Technology, Kolkata, West Bengal. Through this policy the Institute pronounces its assurance to vital facilitation and support for the advanced learners to be excellent achievers and slow learners to be better-performing and achieving students in academic and personal life. The policy also persuades the teaching to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the education system. Within the classroom, faculty must deal with different types of students; some are very intelligent and learn very fast, and some are quite weak and 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 hard work and regular attention. Hence, students can be broadly categorized into two categories—Slow Learners and Advanced Learners.

Slow Learners

The “slow learners” are always the poor achievers and lag behind in academic life. They may fail exams or score only poor grades. They find it difficult to understand the lessons and may have difficulties in their comprehension, retention, replication, and integration. Their motivation levels may also be poor, and they may find it difficult to adjust to the teaching-learning process and can drop out. The poor performance may not be a sign of poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices, or even the inability to converse in an unfamiliar language.

Advanced Learners

The term "advanced learner" in this policy refers to the students who can engage in learning activities faster than the other students in the class and achieve high scores and make significant achievements in their lives. They have more potential with their comprehension, retention, memory, critical thinking, creativity, and contextualization practices. They may also

have hardworking behaviors and usually achieve more than the majority of the classmates. These students are to a great extent more gifted and talented than the others in the class. These students can take up higher-level learning and academic responsibilities. They can bring some new concepts and strategies and also can take the leadership in the teaching and learning activities.

Slow Learner Identification Process and Action Taken

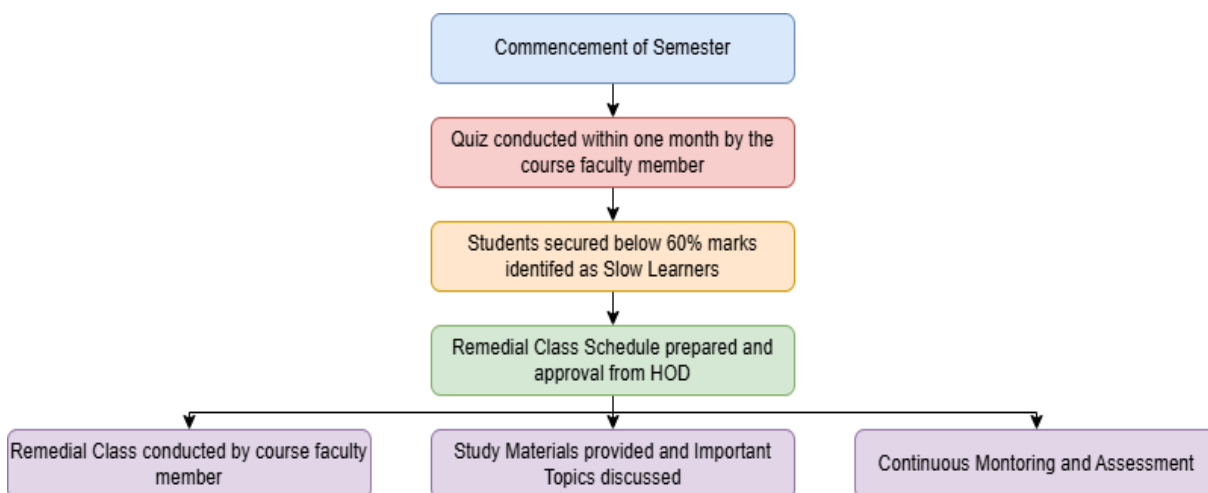


Fig. 1 Flowchart for Slow Learner identification and action taken

Identification of Slow Learners

- Slow learners are identified for each course by the corresponding course faculty member.
- A quiz is conducted within one month after the commencement of each semester.
- The slow learners are identified from the marks obtained in the quiz. The students who score below 60% are identified as slow learners.

Action Taken for Slow Learners

- After slow learner identification, a remedial class schedule is prepared and is approved by the HOD.
- Remedial class is conducted by the course faculty members as per schedule. They solve more problems from different resources.
- They provide extra study materials and discuss important topics related to the course.
- The slow learners are continuously monitored, and assessment is taken at the end of the remedial class schedule.

Advanced Learner Identification Process and Action Taken

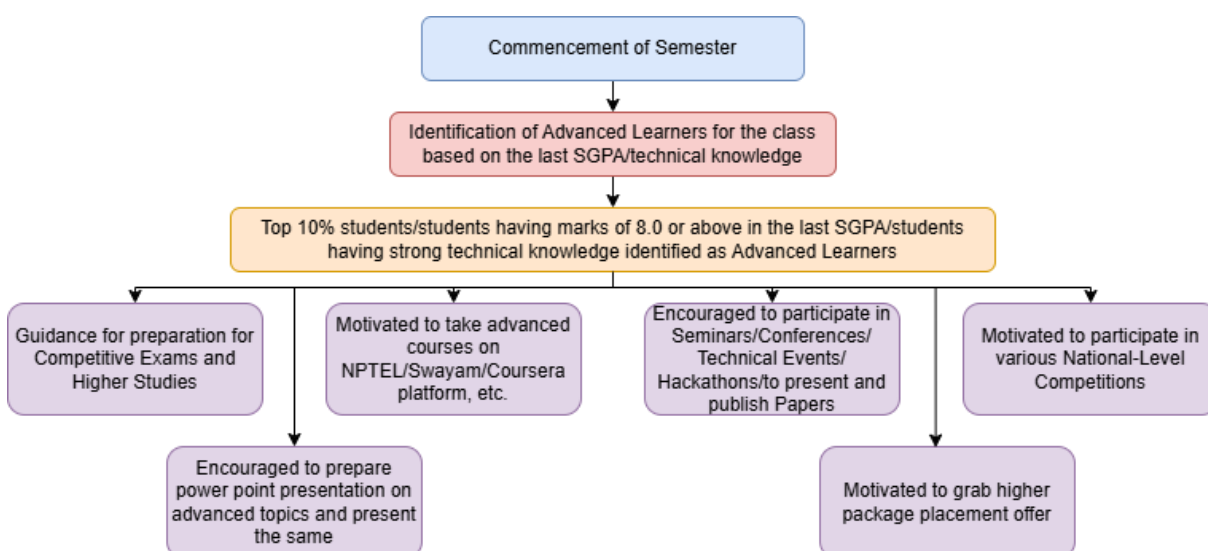


Fig. 2 Flowchart for Advanced Learner identification and action taken

Identification of Advanced Learners

- Advanced learners are identified class-wise from the previous semester results (SGPA).
- Top 10% of students/students having marks of 8.0 or above in the last SGPA/students having strong technical knowledge are identified as advanced learners.

Action taken for Advanced Learners

- Faculty members conduct classes for the advanced learners for their preparation for competitive exams and higher studies.
- They are encouraged to prepare power point presentations on advanced topics and present the same before the faculty members.
- They are motivated to take advanced courses on the NPTEL/Swayam/Coursera platforms, etc.
- They are encouraged to participate in seminars/conferences/technical events/hackathons/live projects/domain-specific entrepreneurial skill development events, etc., and also to present and publish papers.
- They are also motivated to participate in various national-level competitions.
- They are motivated to grab a higher package placement offer.
- Advanced learners are also selected as the coordinators/members of different technical/professional departmental and institute-level committees.