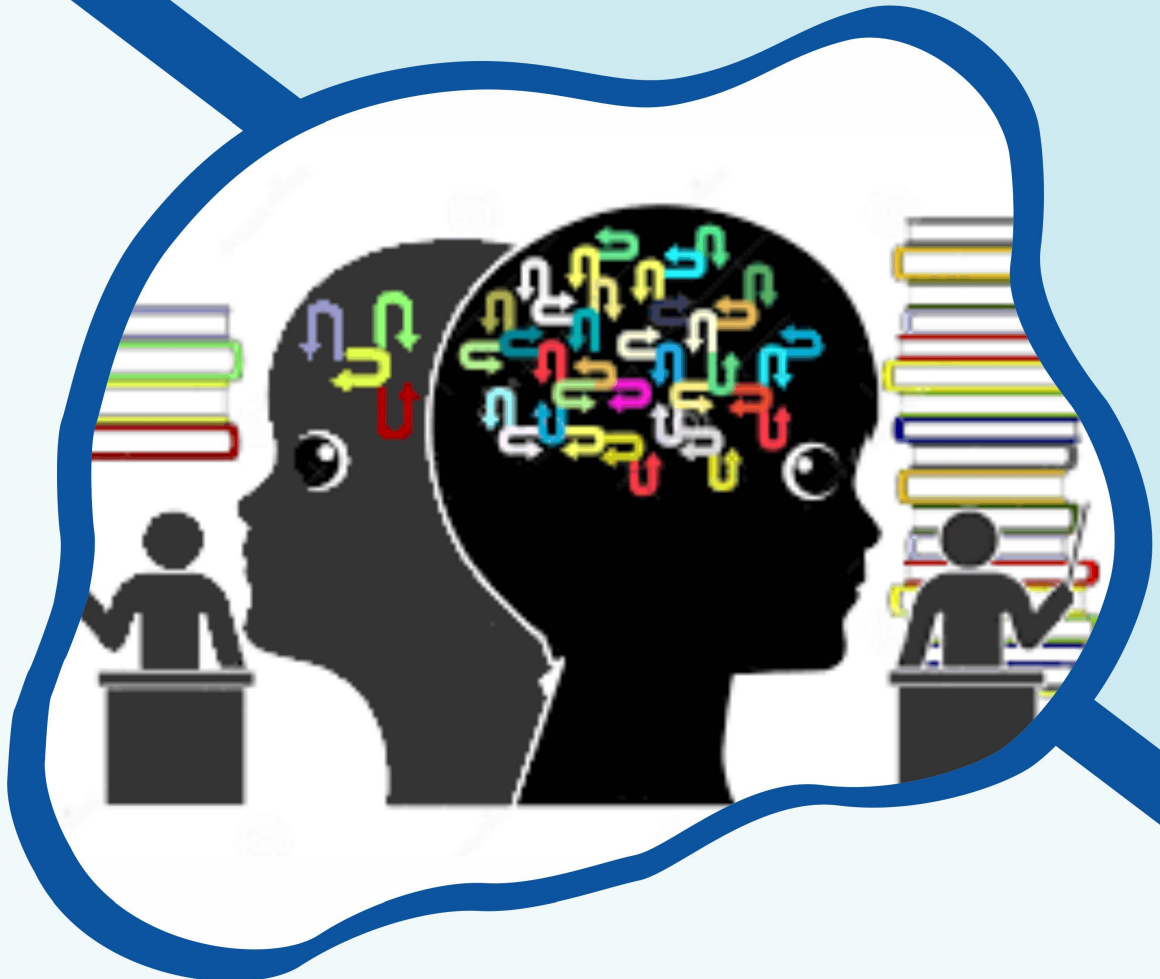


POLICY GUIDELINES FOR SLOW & ADVANCED LEARNERS



DR. C.V. RAMAN UNIVERSITY

// Chhattisgarh, Bilaspur

Approved by : PCI | AICTE | NCTE | BCI | Member of : AIU | Recognized by : UGC | A NAAC Accredited University



Dr. C. V. Raman University

Kargi Road, Kota, Bilaspur (C.G.)

POLICY DOCUMENT FOR SLOW AND ADVANCED LEARNERS



DR. C. V. RAMAN UNIVERSITY KARGI ROAD KOTA BILASPUR (C.G.)

POLICY DOCUMENT FOR SLOW AND ADVANCED LEARNERS

1. THE UNIVERSITY

The Dr. C.V. Raman University (CVRU), Bilaspur, established in November 2006 at Kargi road, Kota Bilaspur of Chhattisgarh, in a tribal area of India was the maiden higher education venture of its parent body the AISECT Group of Universities, which has over the years emerged as India's leading higher education group. In a short span of time, CVRU Bilaspur has emerged as a research and educational hub of Central India and endeavoring to introduce skill-based learning in the higher education framework. Named after the first Nobel laureate in the field of science, Dr. C.V. Raman, the University seeks to generate a cadre of highly skilled professionals who have the requisite technical know-how, coupled with adequate skills, to be able to address the industry's growing need for skilled workforce. Dr. C.V. Raman observed that the real growth of a country is in the hearts, minds, bodies and souls of the young men & women of the country. His sentiments were echoed in the words of Dr. A.P.J. Abdul Kalam, the Ex-Scientist-President of India, who said that "Education should form the central focus of national development and nation building". So, these words of CV. Raman & Dr. A.P.J. Abdul Kalam inspire to the prime objective of Dr. C.V. Raman University. CVRU Bilaspur is the first university in Chhattisgarh to be awarded an ISO 9001:2008 certification. The University is recognized under Section 2(1) of the UGC Act and approved by the various regulatory bodies such as AICTE, NCTE, BCI, PCI & member of AIU. With world-class infrastructure, experienced faculty members and innovative methodology of imparting education, the University ensures that its students get the right balance of skills & employability enhancement, research-based learning and digitized- Learning.

2. PREAMBLE

2.1 Introduction

This policy paper is recognized as the "Policy on Advanced and Slow Learners" of Dr. C. V. Raman University, Kota, Bilaspur. Through this policy the University pronounces its assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life. The policy also persuades the teaching Departments to develop significant strategies and scientific implementations to benefit both the advanced learners and slow learners in the University education system. Within the classroom faculty must deal with different types of students; some are very intelligent who learn very fast and some are quite weak who learn



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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. Hence, students can be broadly categorized into two categories - slow learners and advance learners.

2.1.1 Slow Learners

The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration. They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme. The poor performance may not be a sign of the 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.

2.1.2 Advanced Learners

The term advanced learner in this policy refers to the students who can engage learning activities faster than the other students in the class and achieve high scores and make significant achievements in their life. They are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviors and usually achieve more than the majority of the classmates. These students are in a great extend 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, strategies, and also can take the leadership in the teaching learning activities.

3. METHODS OF ASSESSMENT

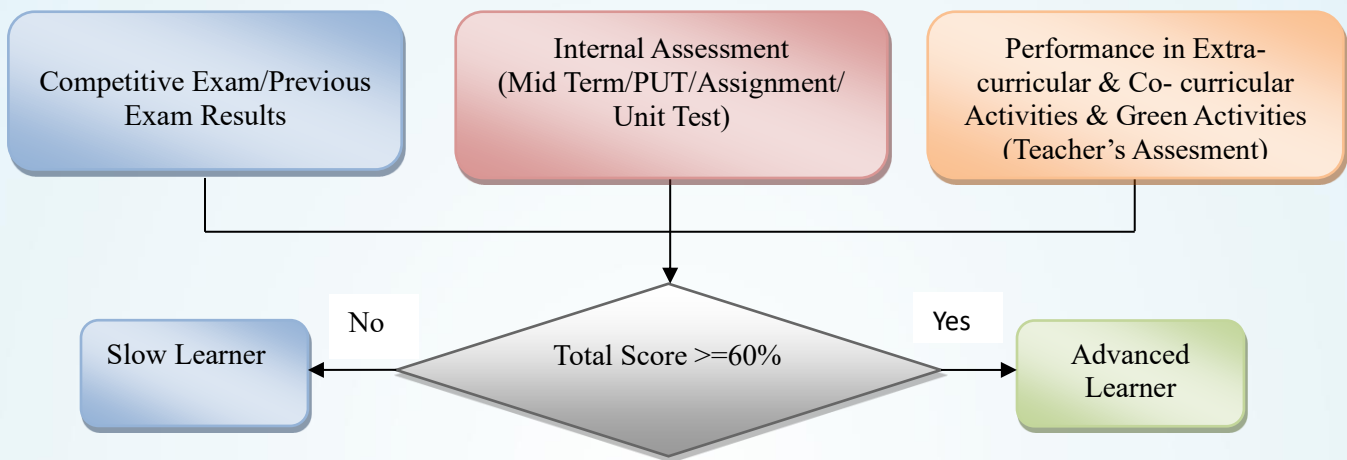
The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations, Competitive entrance examinations, and the University performance in the initial stage of the programme including the bridge programme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the University. This level can be set as the benchmark of the student.

Subsequently they can be assessed continuously through the examination results at various levels and stages, their performances in the extra-curricular and co-curricular activities throughout the programme.



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The assessment procedure can be a statistical process of making the two levels like High and Low on the basis of the central tendencies (mean plus and minus Standard deviations). The change of the students and the levels achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.



Identification Methods of slow learners and advanced learners

4. OTHER METHODS OF ASSESMENT

4.1 Remedial Classes

In the University Remedial classes are conducted for slow learner. In the regular classes, student fail to understand the subject, such students are admitted to a remedial class. It focuses on basic concepts, develop better study habits (i.e. preparing notes, etc.) and to develop confidence in the students for respective subject. Remedial classes helps to close the gap between what a student knows and what he is expected to know. In our University, students are coming from different family backgrounds with different living standards. There are some students with high learning ability who can grasp quite fast and learn better but there are other students who needs frequent guidance and support. To make pace with the fast learner, University has conducted remedial classes on regular basis for slow learner. Apart from remedial and regular classes, teacher arranged extra classes on request of either students (slow learner or fast learner) or mentor.



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Objectives

- To boost up the confidence of slow learner students and to realize their weakness.
- To enhance the skills in respect of learning process.
- To remove the scare about study.
- To make the equal level of slow learner and advance learner.
- To motivate for an innovative and creative mindset.
- To organize the workshop/seminar/guidance program for slow learner.
- Help to understand paper pattern, question pattern, etc.

Strategies of Weak Students Identification

Following key points are considered to identify the slow learner and fast learner. . By asking the oral question in the class room.

- Mark obtained in the class unit test.
- To check their home assignment.
- As per previous university/Board result.

Remedies for Slow Learner

- Separate classes are conducted for them and fast learner students are also welcome in this class.
- Personally help to students for difficult topic.
- Easy class test are conducted to motivate the slow learner.
- Some topics are explained with practical so that it make easy to understand.
- Some topic start from basic concept.
- Teacher give hint related to topic to remember.

Provision for Advanced Learner

Advanced learners are identified on the basis of their performance in the class as well as class tests. Institute encourages advanced learners by-

- Organizing experts' lectures so that such students can get advanced knowledge.
- Encouraging the students to participate in value added courses, content beyond syllabi Programs.
- Special guidance is provided for additional skill developments.
- Motivate the students to take part in seminar, university level exhibition, Research festival etc.



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- Departmental website is created where useful link is made available for knowledge advancement.
- Surprise test are conducted.

Methodology to Implement the Remedial Class

Teachers identify the slow learner in regular classes and make the list of them. Each department declares notice and time table for remedial classes after covering the 80% of syllabus in regular class with permission of Heads. Generally 15 remedial classes are assigned but teacher may extend the classes as per requirements. During the classes, teacher observes the students' progress by performing following activity:

- Asking oral question in class.
- To conduct the test exam in the class.
- By giving assignment.
- Arranging seminars, if necessary.

4.2 Bridge Course

Most of the Students admitted in first year are from rural area and some of them are not so advance in some subject due to lack of facility. Some students are unknown to new subject as they do not have previous background. To boost up their academic skill and confidence of such students in learning process, all the departments of the University conduct the bridge course for first year students before the commencement of regular classes every year. The purpose of bridge course conduction is not only to bridge the gap between subjects studied previously but the subject would be studying in first year but also clear and revise the fundamental concept of topic whether it belong to the previous course or new course. Bridge Course is conducted for the students of all programmes but those students who seek the admission in first year have the subject English, Hindi, Mathematics, Environment, General Knowledge, Computers, etc. & need more of bridge course as decided by the university as they did not have previous background. It is seen that, bridge course is beneficial for both students and faculties, as in teaching learning process, student can easily grasp the advance topic in regular classes and it is convenient to faculty to teach the advance topic.



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Methodology to Implement Bridge Course

Staff meeting is arranged by principal at the starting of the session. He aware the various academic activities to be conducted in the session to the staff. Bridge course is one of them to be conducted at the starting of session. As tentative time table is declared in the beginning of session, HOD of each department arranged the meeting with their faculty members and determines the strategy of bridge course implementation.

- Bridge course are conducted normally in the month of June and July. Generally 15 classes are assigned for bridge course. Faculty may extend the classes as per requirements.
- In time table, classes of bridge courses are to be conducted after 04.00 pm.
- HOD of each department distributes the workload among their faculty members.
- During the bridge course, each faculty identifies the strength, weakness, learning level and area of interest of students.
- Faculty revises the fundamental concepts of all key subjects taught at under-graduation.
- Bridge course are also conducted for those students who take late admission by conducting the extra class and students who completed the bridge classes are also allowed to this class.

4.3 Personal Counseling

4.4 Entry Level Test

4.5 Discussion with Fast Learner Students

5. ADVANCED LEARNERS SUPPORT SYSTEM

- Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.
- Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations.
- Helping them to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations.
- Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.



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- They are given special prizes and special facilities like digital library laptops and special scholarships for making their ideas become visible.
- Startups are offered the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.
- The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
- They are made the supporters to the slow learners.
- They are motivated to participate in various technical events online courses like coursera, solo learn, Industrial visit, value added course etc., which are held both with in and outside the institution.
- Conduction of value-added courses through academic departments.
- Taking up competitive exam training programmes.
- Providing placement activities.
- Encouragement to complete MOOC/Advanced courses.
- Provided platform through MoU's with various reputed Industries / Research institute for the advanced learners to explore their talents.
- Encouragement to identify and utilize the web learning resources.
- Motivation to participate in interactive activities like debates, group discussion on and out of the syllabi contents and participation in various cultural, extra-curricular and research competitions in and out of the University.
- To provide need based facility in departments and library to advanced learners.
- Personal Counselling as and when the students turn up for the guidance.
- Students are encouraged to contribute the creative potential by writing essays, articles and poetry in the University student Magazines.
- Arrangement of Guest lectures.
- Meritorious students are felicitated every year with cash prizes and certificate at the hands of distinguished persons in Universities annual day celebration along with Raman Vidyarthi Award.
- Students enrolled into SWAYAM Courses.
- Students are engaged in ICT enabled teaching learning and LMS with considerable responses.



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6. SLOW LEARNERS SUPPORT SYSTEM

- The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.
- They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
- The Department and individual teachers help the slow learners by giving proper guidance and support to them.
- Organize bridge classes and remedial programmes for them.
- Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
- Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
- Slow learners are specially advised and counseled by a teacher guardian and the subject expert.
- Corrective classes are conducted for the weaker students based on the results of class test
- The students are given with training on communication skills, personality development, time management and motivational sessions.
- Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
- Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.



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- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.
- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- Peer education strategies are effectively used.
- Encouraging the group learning activities and practical will be useful to the slow learners.
- The support of the alumni is also effectively used to motivation and mentoring to the slow learners.
- Remedial Course for slow learners, absentees and students involved in sports activities. Helps slow learners to improve subject knowledge with the result of catching up with their peers.
- Group formation of slow learners and activities there by under the monitoring by advanced learners.
- Bridge Course for first year students.
- Personal Counseling.
- Orientation and Induction Programme at University and departmental level for freshers.
- Provision of simple and easy notes and course material.
- To provide need based facilities in departments and library to slow learners. Teacher Guardian Schemes/ Mentor Mentee.
- Arrangement of Guest lectures.

The process of giving additional inputs to the advanced learners and the slow learners is not an effort to make the students average achievers but to make very one better achievers. Even if the students are



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identified as slow learners or advanced learners in the class they should not be labeled as the extra ordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented also make their goals in life achieved. The mentoring and facilitating efforts of the teachers and the university administrative system will be a great investment in achieving the best result and performance of the students.

7. SPECIAL PROGRAMS FOR ADVANCED LEARNERS AND SLOW LEARNERS

The university organizes orientation program for the parents and the students at the commencement of the programme for the new batch every year. The program would help students and parents get familiarized with the institution, curricular and co-curricular activities, facilities rules and regulations etc. Before the commencement of the classes, the different requirements of the students are identified and addressed at the earliest by way of a strategic approach. Every year students are given training on communication skills, personality development, time management and motivational sessions. Direct second year diploma students are given special classes for PCM in order to understand the basics of PCM and hence to gain better understanding of the engineering basics. In order to motivate both the slow and quick learners workshops are organized to enhance their skills. Skill development clubs arrange workshops with hands-on session to improve students programming skills. With the active participation of advanced learners as coordinators both set of students get benefited. Guest Lectures are arranged for the students to help them gain industry and practical knowledge from the experts.

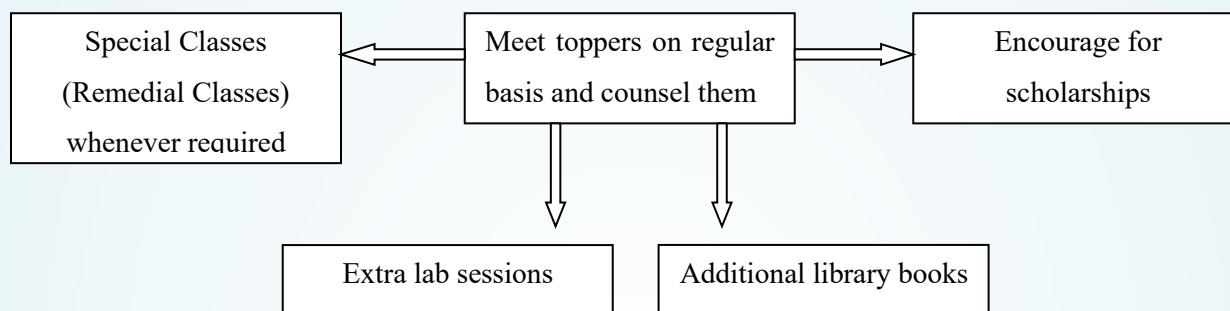
Advanced Learners:

- High performing students are identified on the basis of internal assessment, university examination and involvement in classroom.
- Students are encouraged to be members of professional bodies like CSI and organize technical events.
- Advising to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby to improve their presentation skills.
- Various club activities are conducted by all the departments in the respective areas to mould the students in corresponding field.
- NPTEL session is conducted for the entire subject for tough topics.
- Students are encouraged to take up micro projects to inculcate research orientation and practical awareness in the 2nd year apart from the regular mini and major projects.



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- Students are also provided opportunities to develop their creativity by participating and organizing intercollegiate as well as national level technical symposiums.
- Bright and diligent students are motivated and inspired to get university ranks.
- Students are encouraged to take up competitive exams like GATE, GRE, TOEFL, CAT, PG CET, IELTS, etc.
- Semester toppers and university rank holders are encouraged with certificates and cash prizes by the management.



Process to encourage bright student

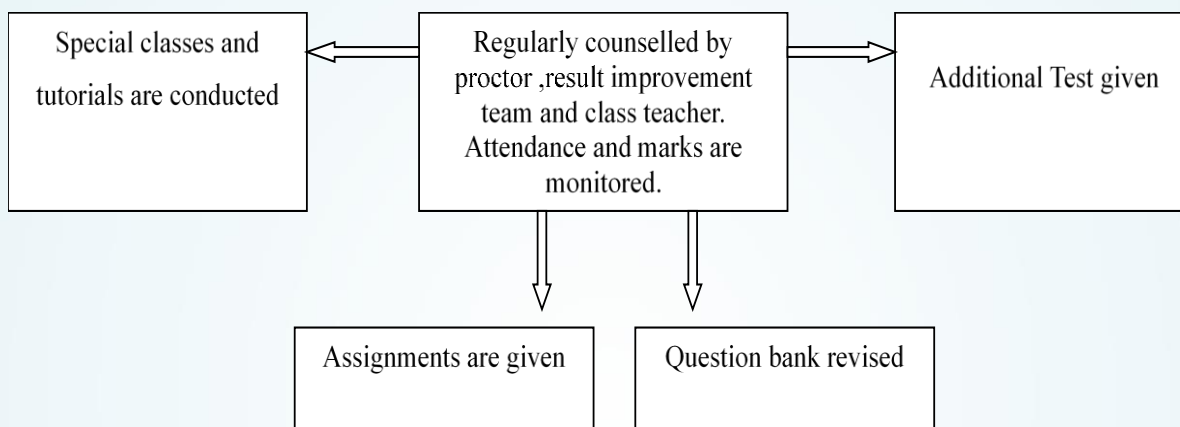
Slow Learners:

- The Institute practices a robust student academic counselling process. During the time of admission Principal interacts with the parents and the student to assess their need and aspirations. Further during the course of study group of students are assigned to a faculty for counselling.
- The counsellors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success.
- The institute has a system to communicate performance and attendance of students to parents regularly. A set of 20 students are assigned to a faculty as mentor and personal and academic care of the student is taken care of by the corresponding mentor.
- Mentors communicate regularly with the parents and also send them SMS along with the report cards after the completion of each assessment test.
- Care is taken by faculty in monitoring the performance of slow learners. Faculty members do periodic interaction with parents about the performance of slow learners.



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- Learning material prepared by subject handling faculty members is verified by the expert committee and will be uploaded in the portal regularly for students reference.
- Departments conduct remedial classes, provide course notes for students especially the slow learners and those students who are at the verge of dropping out due to arrear subjects.
- 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 students requisition and provide university question bank and discuss the way of presenting the answers in the exam to score marks.



Process to bring improvement in slow learners

Extra classes are organized to clarify doubts. Critical topics are re-explained for better understanding by the students. Appropriate counseling with additional teaching is done which eventually results in students attending the classes regularly.



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**Guidelines for Identification and Activities for
Slow and Advanced Learners**

1. INTRODUCTION

During the path of Teaching and Learning process, teachers have to deal with different types of students; some are very bright who understand learn very fast and some are quite weak to learn and grasp the instructions very slowly. Some students need only guidance and some need a hard work and regular guidance. To determine the abilities in the class, particularly when initiating the higher education and proceeding for graduation, a faculty has to recognize the learning attitudes and learning habits of the students differently so as not to lose attention of slow learners and not to turn off the advance learners.

The purpose of these guidelines is to identify the slow and advanced learners of both UG, PG and other programmes and to assign the supporting activities for both the groups. This will also help the teaching departments for proper mentoring of their mentee and to monitoring the progress.

2. PROCESS INPUT

To start identification of slow and advanced learners, the following inputs are needed:

- Result of internal assessment (Unit Test/ Class Test/ PUT/ Assignment) (50 %)
- Overall result of previous examination (35 %)
- Class observation of subject teacher & other activities (Teacher Assessment) (15 %)

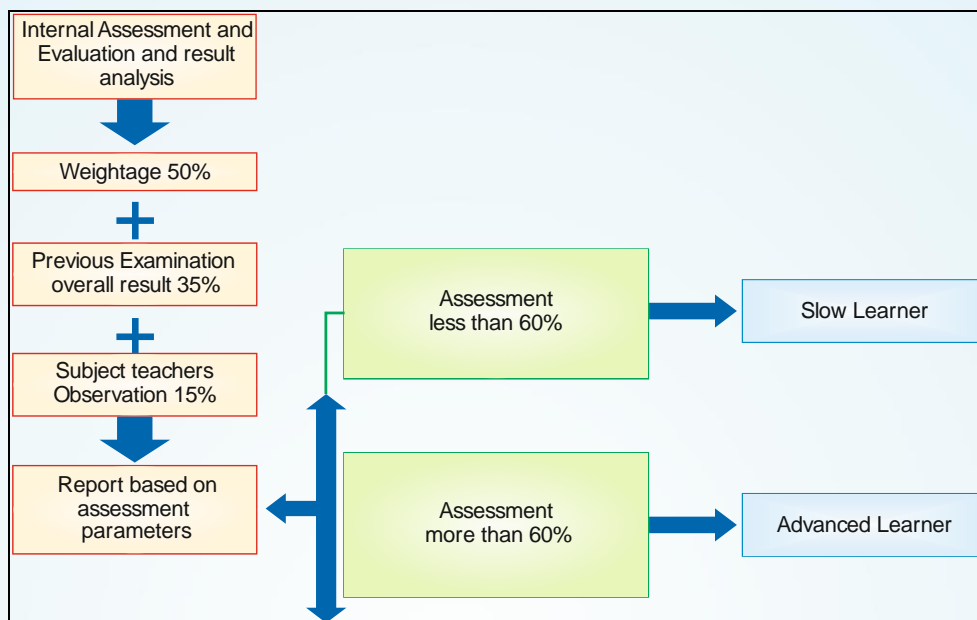
3. PROCESS OF IDENTIFICATION:

The process of assessment and identification of learning levels of the students and conduction of activities thereon should be carried out through a methodical technique:



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A. Assessment of the learning levels of the students –



- The slow and Advanced learners would be identified for each subject separately by respective subject teacher for all programmes.
- The process of identification would be conducted after declaration of preceding exam result, considering class performance in existing academic session and personal observations of subject teacher.
- The following parameters and weightages thereon would be considered.

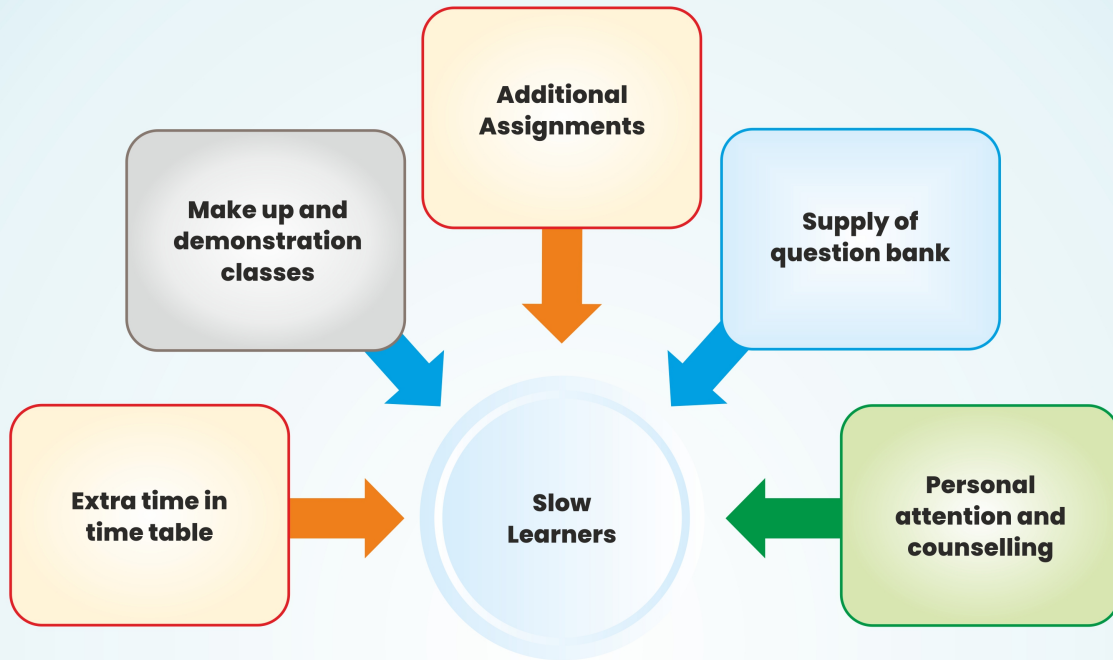
S. No.	Parameter	Weightage in Percentage
1.	Marks obtained in internal assessment test	50%
2.	Academic performance in previous examination	35%
3.	Observation of subject teacher	15%

- Subject teacher's observation should be recorded on a scale of 1 to 10 scale down to 15 %.
- A report would be prepared for whole class for total 100%.
- The student securing marks below 60% would be identified as slow learners.
- The student securing marks above 60% would be identified as advanced learners.

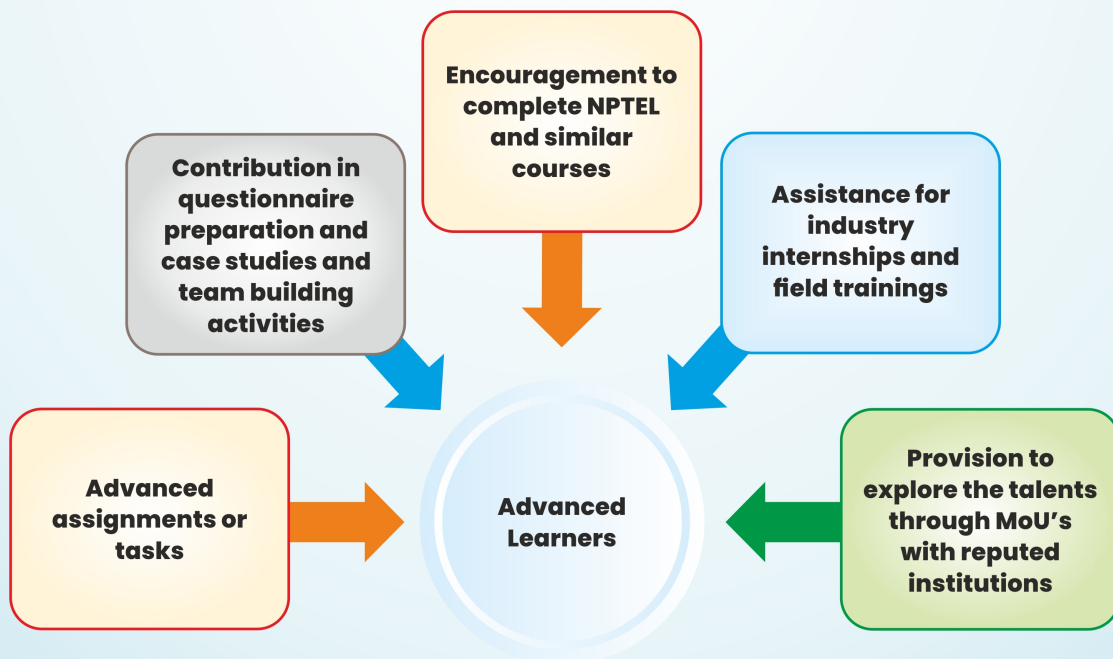


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Activities For Slow Learners



Activities For Advanced Learners



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B. Conduction of activities for Slow learners –

- Provision of extra time in time table for problem solving sessions/ revision session
- Make up classes and demonstration classes for practical courses
- Assignments in the form of solving previous years examination paper
- Supply of question bank for practice
- Personal attention and counselling for providing special hints and problem- solving techniques
- Fixed - Extra hour teaching for two days in a week
- Summer and Winter holidays training
- Personal attention by the mentors and respective class teachers
- Assignments
- Remedial Classes for weak students
- Counseling sessions with psychologists if needed
- Special symposiums, seminars and Trainings & Bridge courses

C. Conduction of activities for Advanced learners –

- Advanced assignments or tasks like participation in Seminars/ Conferences/ Technical events
- Contribution in questionnaire preparation and conduction of case studies and support in team building activities
- Encouragement to complete NPTEL, MOOCS, SWAYAM & Coursera Courses and similar courses
- Assistance for industry internships and field trainings
- Provision to explore the talents through MoU's with reputed institutions
- Laboratory Hands-on training & coaching for competitive exams
- Motivation to do small research projects publications & RM Guidance
- Summer and winter training sessions as well as stress management trainings
- Industrial visits, debate, GD, articles poetry
- Student exchange programs
- Application for grants from funding agencies such as ICMR-STs, BARC, ISRO, DST/DBT, etc.



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- Benefits in additional library books scholarships etc.

D. Preparation of performance improvement report –

- Each faculty should prepare report after final result declaration showing improvement in the performance of slow learners to close the loop

4. ROLES AND RESPONSIBILITIES OF SUBJECT TEACHER:

The subject teacher is responsible for carrying out different aspects of slow and advanced learners including identification and activities to be conducted.

- Conduction of class test
- Preparation of marking scheme and assessment rubrics
- Evaluation of answer sheets and preparation of result reports
- Identification of slow and advanced learners
- Preparation of schedule for extra classes/ problem solving sessions/ revision sessions for slow learners and maintenance of records
- Preparation of list of advanced assignments or task list for advanced learners
- Preparation of improvement reports
- Maintenance of activity outcome reports for slow and advanced learners

Documents to be maintained:

- Cover page of activity (Class wise/ Session wise)
- Internal assessment evaluation sheets and tabulation sheets
- List of slow learners and advanced learners
- Activity schedule and time table for slow learners
- List of activity task for advanced learners
- Attendance records
- Performance improvement reports
- Yearly compiled outcome report



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Expected outcome:

- Timely conduction of slow learners' activity
- Provision for Continuous assessment
- Improvement of result

Checked By

Coordinator
(Internal Quality Assurance Cell)

Approved By

Chairman
(Internal Quality Assurance Cell)



Annexure : II

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Department of _____

Proforma for Identification of Slow and Advanced learners

Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study / Semester:

Identification Criteria:		
I	Unit test/Class Test/CT Performance	20% Weightage
II	Mid Term Exam/PUT (Pre-University Test Performance	20% Weightage
III	Assignment Performance	10% Weightage
IV	Teacher assessment on overall performance of students in various activities (seminar/GD/extracurricular, green & clean activities + attendance	15% Weightage
V	Average marks obtained in previous year of study	35% Weightage

Level - I Advance - learner (Overall above 60%)

Level -II Slow learner (Overall below 60%)



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Outcome Analysis & overall Assessment performance for Slow and Advanced learners

Department of _____

Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study / Semester:

S.No.	Description	Average % of Marks obtained	Overall Weightage
I	Unit Test /Class Test/CT performance	Overall 20% Weightage
II	Mid term Exam/PUT (Pre-University Test Performance)	Overall 20% Weightage
III	Assignment Performance	Overall 10% Weightage
IV	Teacher Assessment Based on Overall performance of students in various activities.(Seminar/GD/Extracurricular, Green & Clean Activities + Attendance) % of Marks	Overall 15% Weightage
V	Marks obtained in End Semester Exam / Previous Exam	Overall 35% Weightage



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Overall Assessment - % of Marks obtained in Criteria

- | | | | |
|------|-------|----------------------|-----------------------|
| I. | 20% - | <input type="text"/> | Unit Test/Class test |
| II. | 20% - | <input type="text"/> | Mid term/PUT |
| III. | 10% - | <input type="text"/> | Assignments |
| IV. | 15% - | <input type="text"/> | TA |
| V. | 35% - | <input type="text"/> | End Sem/Previous Exam |

Over all % of Marks obtained.....which is (Sum of I to V)

If above 60% than student has achieved the level of Advance learner

If below 60% then student has achieved the level of Slow learner

Student status after completion of semester is

Slow learner

Advanced learner

Student performance at the next higher level in university

Improved

Not Improved

Signature of the HOD



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Department of _____

Proforma for Individual Teacher's assessment of the student learning

Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study / Semester:

S.No.	Criteria	Score (1 to 10)
1	Displays proficiency and fluency in advanced vocabulary.	
2	Demonstrates depth of knowledge in one or more subject areas.	
3	Has a good memory; recalls facts easily.	
4	Has good insight into cause/effect relationships and curious to know how things work.	
5	Has a grasp of underlying principles and can quickly make valid generalizations.	
6	Asks many "intelligent questions" about topics in class	
7	Learns quickly and easily; requires little repetition.	
8	Is usually attentive to details in his/her environment and curious about things outside his immediate environment	
9	Displays a high level of planning, problem solving, and abstract thinking as compared with age mates	
10	Is quick to respond when you give a direction or ask for an oral response?	
11	Completes academic work within a time limit	
12	Is quick in recognizing a pattern or sequencing thoughts or pictures?	
13	Is focused and attentive in class/lectures/ presentation	
14	Is good in making and keeping friends	
15	Has good rapport with the faculties and behaves politely	
	Average score (out of 10)	

Signature of the Teacher

Date:



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Department of _____

Proforma for Recommendation of activities for Slow/Advanced Learners

Programme Name:

Subject/Course:

Student Name:

Roll No:

Academic Year:

Year of study / Semester:

The following activities should be scheduled during the semester or onwards.

Activities for Slow learners	Tick	Activities for Advanced Learners	Tick
Fixed - Extra hour teaching for two days in a week		Laboratory Hands-on training & coaching for competitive exams	
Summer and Winter holidays training		Motivation to do small research projects publications & RM Guidance	
Problem solving exercises / revision classes / exam oriented coaching		Summer and winter training sessions as well as stress management trainings	
Provision of Question bank & Tests with the previous year question papers		Participation in advanced seminars / symposiums/conference & outreach activities	
Personal attention by the mentors and respective class teachers		Encouraged for memberships in professional bodies & complete MOOCS & SWAYAM Coursera Courses	
Assignments		Industrial visits, debate, GD, articles poetry	
Remedial Classes for weak students		Student exchange programs	
Counseling sessions with psychologists if needed		Application for grants from funding agencies such as ICMR-STs, DST/DBT	
Special symposiums, seminars and Trainings & Bridge courses		Benefits in additional library books scholarships etc.	
Others		Others	

Signature of the HOD with date: