For the Remedial classes we first identify advanced and slow learners. We conduct orientation program followed with vice principal and HOD's address.

- The students are introduced with teaching learning and evaluation program, discipline of the college and other schemes. After the completion of orientation program certain **bridge course** is conducted for a week followed with some assessments.
- After evaluation, class teacher prepare a separate list of slow and fast learners. Internal Tests were conducted twice a semester.
- The advanced learners are provided several opportunities to develop their knowledge and skills. These students are motivated to present a research papers in Nationals and International Conferences and complete some certifications.
- The Advance learners also train the slow learners. To enhance the performance of slow learners our department conducts remedial classes in which students are guided to solve previous year question papers along with unit wise important questions.
- Our department organizes certain webinars and conducts hands-on workshops to inspire and motivate the advanced learners.

➢ Lists semester-wise Remedial Class conducted details

Sl. No.	Activity	Semester	Probable Date (From)	Probable Date (To)	Department	No of Students Expected
1.	Remedial Classes	I MCA	30/05/2023	15/06/2023	MCA	10
2.	Remedial Classes	III MCA	24/04/2023	10/05/2023	MCA	10

➢ Remedial Class Time Table

Sl No.	Day	I MCA	III MCA
1	Monday	The Art of Programming	Management Perspective (Open Elective)
2	Tuesday	Discrete Mathematics	Quantitative, Teaching And Research Aptitude (Soft Core)
3	Wednesday	Computer Organization and Architecture	Research Methodology
4	Thursday	Theory of Computation	Big Data & Analytics
5	Friday	Object Oriented	Cloud Computing

		Programming/Object Oriented Lab	
6	Saturday	Data Structures/ Data Structures Lab	Web Programming

➤ **Study Plan for Advanced Learners**

Advanced learners are students who score more than 60% marks in the internals and are eager to learn more. The following activities are conducted for them under the guidance of faculty members to keep them on pace with the slow learners. A few of the listed activities are conducted as part of assignment by the course coordinators and are assessed accordingly. Here are some activities tailored for advanced learners in the classroom:

1. **Debates and Discussions:**
   I. Assign topics for debates or organize discussions on complex issues relevant to the subject matter.
   II. Encourage students to research, formulate arguments, and engage in respectful discourse.

2. **Project-Based Learning:**
   I. Provide open-ended projects that require in-depth research, critical analysis, and creative problem-solving.
   II. Allow students to choose topics aligned with their interests to promote intrinsic motivation.

3. **Case Studies:**
   I. Present real-life case studies or scenarios related to the subject matter and ask students to analyze, evaluate, and propose solutions.
   II. Foster collaboration by having students work in groups to tackle complex problems.

4. **Independent Research:**
   I. Encourage students to explore topics beyond the curriculum through independent research projects.
   II. Provide guidance on reliable sources, research methodologies, and academic writing.

5. **Presentations:**
   I. Assign students to prepare and deliver presentations on advanced topics within the subject area.
   II. Encourage them to utilize multimedia tools, visuals, and effective communication techniques.

6. **Critical Reading and Analysis**
   I. Select challenging texts, articles, or research papers for students to read and analyze critically.
   II. Guide discussions on themes, authorial intent, argumentation, and literary techniques.

7. Problem-Solving Challenges:
I.   Present complex problems or puzzles related to the subject matter and challenge students to devise innovative solutions.
II.   Encourage them to apply theoretical knowledge to practical situations.

8. Socratic Seminars:
I.   Facilitate Socratic seminars where students lead discussions by asking probing questions and engaging in deep dialogue.
II.   Encourage active listening, synthesis of ideas, and respectful exchange of perspectives.

9. Experimental Design and Investigation:
I.   Design scientific experiments or investigations that require advanced data collection, analysis, and interpretation.
II.   Emphasize the scientific method and encourage students to draw conclusions based on evidence.

10. Role-Playing and Simulations:
I.   Organize role-playing activities or simulations that immerse students in historical events, scientific processes, or real-world scenarios.
II.   Promote empathy, critical thinking, and decision-making skills.

11. Mentorship or Peer Teaching.
I.   Pair advanced learners with peers who may benefit from their expertise through mentorship or peer teaching arrangements.
II.   Foster a collaborative learning environment where students can exchange knowledge and support one another's growth.

12. Creative Projects:
I.   Encourage students to express their understanding of concepts through creative projects such as artistic representations, multimedia presentations, or written compositions.
II.   Allow flexibility for students to showcase their unique talents and interests.

These activities cater to the intellectual curiosity and academic strengths of advanced learners, fostering deeper engagement, critical thinking, and personal growth in the classroom.

➢ **Study Plan for Slow Learners**

Slow learners are students who score less than 60% marks in the internals and require additional attention from the faculty. The following activities are conducted for them under the guidance of faculty members to keep them on pace with the advanced learners. A few of the listed activities are conducted as part of assignment by the course coordinators and are assessed accordingly. Most of these activities are conducted in the remedial classes.

1. **Small Group Instruction:**
   I. Organize small group sessions where students with similar learning needs can receive targeted instruction.
   II. Provide additional support and scaffolding to address specific learning gaps.
2. **Peer Tutoring:**
   I. Pair slow-learners with more advanced peers who can provide guidance, clarification, and support.
   II. Foster a cooperative learning environment where students can learn from each other.
3. **Multisensory Learning Activities:**
   I. Incorporate multisensory approaches such as hands-on activities, manipulatives, visual aids, and auditory cues to reinforce learning.
   II. Appeal to different learning styles and provide multiple pathways to understanding.
4. **Chunking and Simplification:**
   I. Break down complex concepts into smaller, more manageable chunks to facilitate understanding.
   II. Use analogies, metaphors, and everyday examples to make abstract ideas more concrete and relatable.
5. **Graphic Organizers and Visual Tools:**
   I. Use graphic organizers, diagrams, mind maps, and flowcharts to help students organize information and visualize relationships between concepts.
   II. Provide structured frameworks for comprehension and problem-solving.
6. **Repetition and Review:**
   I. Schedule regular review sessions to reinforce previously learned material and strengthen retention.
   II. Incorporate spaced repetition techniques to promote long-term memory retention.
7. **Differentiated Assignments:**
   I. Offer assignments and tasks that are tailored to individual learning needs and abilities.
   II. Provide a range of options with varying levels of complexity and scaffolding.
8. **Technology-Assisted Learning:**
   I. Integrate educational technology tools and resources that offer interactive tutorials, adaptive learning platforms, and personalized feedback.
   II. Leverage multimedia resources to present content in engaging and accessible formats.
9. **Modified Assessments:**
   I. Adapt assessments to accommodate the needs of slow learners, such as providing extended time, simplifying instructions, or offering alternative assessment formats (e.g., oral presentations instead of written exams).
   II. Focus on assessing mastery of essential skills and understanding rather than solely on speed or volume of work.

10. Self-Paced Learning Stations:
    I.   Set up self-paced learning stations or learning centers where students can work independently or with guidance from a teacher or peer tutor.

    II.   Provide a variety of learning materials and activities to cater to different learning preferences and abilities.

11. Encouragement and Positive Reinforcement:
    I.   Offer frequent praise, encouragement, and positive reinforcement to build confidence and motivation.

    II.   Celebrate small victories and progress to foster a growth mindset and perseverance.