

Bridge Courses for Slow Learners

1. Title of the Best Practice

Bridge Courses for Slow Learners

2. The Context

Slow Learners have difficulty in keeping up with the class room as their IQ is low. In all likelihood, these children do not have a learning disability and hence are mostly overlooked. Many of such students tend to drop out of college because the class room is hard for them. But Learning is a lifelong Endeavour and each child should be given an opportunity for a Consistent growth in his or her life. SXCS objectifies this motto by providing a separate platform for all such learners, who due to certain unavoidable circumstances could not come into the main force. A separate session is provided to these learners by the subject specialists and the outcome has been overwhelming success till now.

3. Objectives of the Practice

Objectives of this practice are:

- Working on the requirements of the students after identifying the problems.
- Prepare the slow learners to take up the commencing degree classes properly.
- Bridging the gap between slow learners and the usual learners.
- Monitor and enhance performance towards excellence.

4. The Practice

The Bridge course is a three weeks program and at times exceed to four weeks depending on the requirement of the students, conducted before the commencement of regular undergraduate classes.

5. Challenges

Bridge Course has not faced any critical challenges but few such as:

- Delay in the Pre-University Boards results affecting the pre-assessment criteria test as the Bridge course commence few days before the commencement of degree courses.
- Difficulty in getting the personal contacts with the students once admission is done as they tend to change their location and contact numbers.
- Clashing of Bridge course with other competitive entrance examination dates.
- Students varied personal commitments during the session of the course.
- Lack of seriousness among students.

6. Evidences of Success

Students are able to excel in exams as evident from their assessment marks and their performance in the subsequent exams. Their improved confidence allows them to participate in various curricular as well as co-curricular activities and excel in those with good results. The results of the students have been a continuous hallmark of their capabilities as well the success of the programme. The written feedback of the slow learners has given positive input to conduct such programs on regular basis.

7. Resources Required

- Huge investment in intellectual and knowledge propagators.
- Monitoring department with professionals to keep a keen eye on students' need.
- Qualified teachers to train slow learners on their problem zone.
- Proper planning of syllabus and problem-based approach to guide these students.