



JAYAWANT SHIKSHAN PRASARAK MANDAL'S RAJARSHI SHAHU COLLEGE OF ENGINEERING



An Empowered Autonomous Institute Affiliated to Savitribai Phule Pune University,
Approved by AICTE, Accredited by NBA (UG Programs),
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GUIDELINES FOR IMPLEMENTATION OF STRATEGY FOR SLOW AND FAST LEARNER

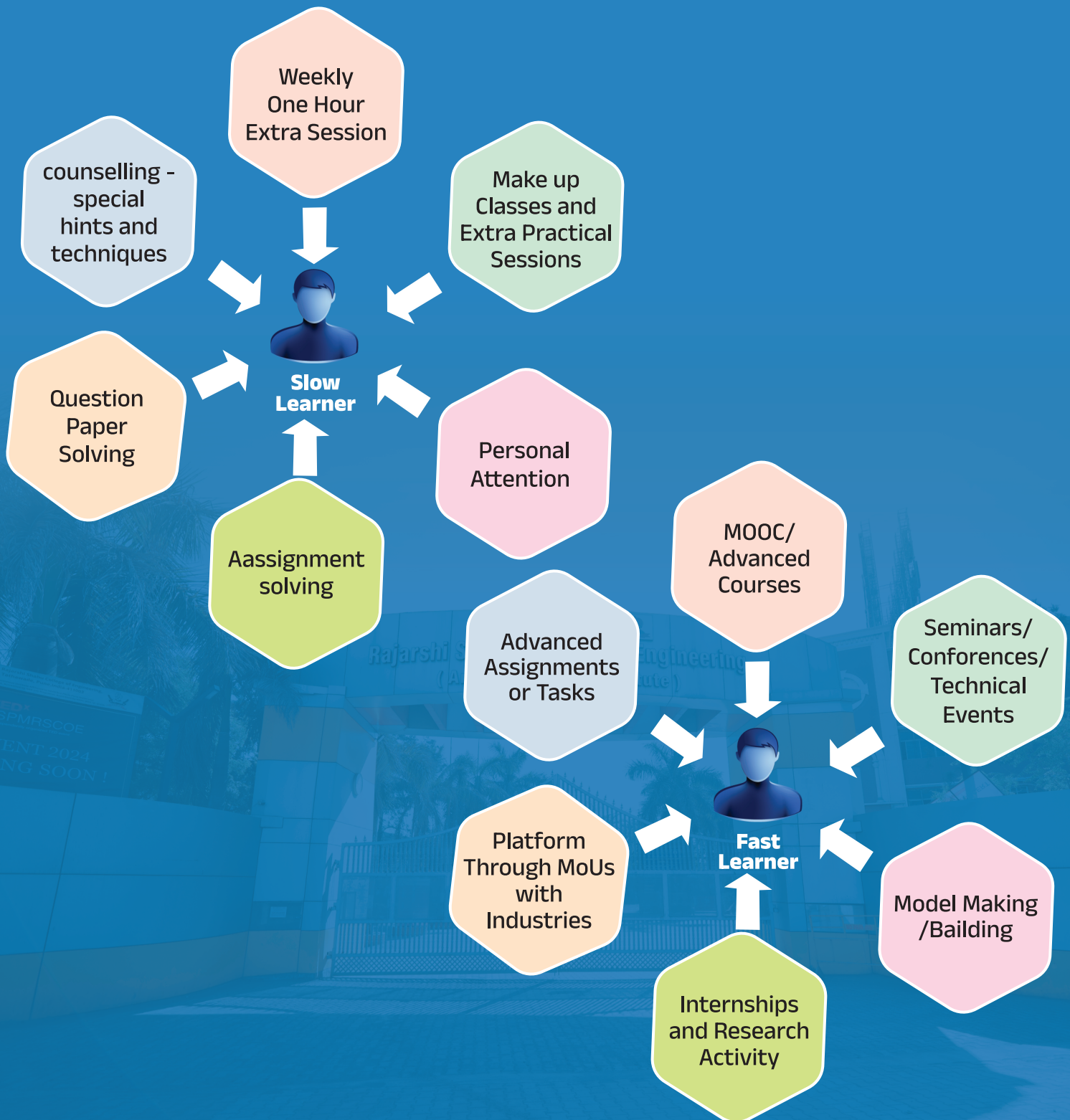




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PURPOSE

This policy aims to provide **academic**, emotional, and social support to students identified as slow learners, ensuring equal opportunities for growth, confidence-building, and academic success.

OBJECTIVES

- To provide additional remedial support in academics.
- To involve faculty, peers, and parents in the learning process.
- To identify slow learners at an early stage through Entry level assessments.
- To strengthen learning through activity-based and peer-supported methods.
- To build confidence, motivation, and self-esteem in slow learners.

1,1 IDENTIFICATION POICY

The Institute follows a systematic and multi-stage approach to identify slow and advanced learners. Following are the stages for identification of **slow and** advanced learners.

1.1.1 Parameters for Identification slow and advanced learners.

The following criteria are considered in evaluating students:

1. **Prerequisite Knowledge** – Assessment of fundamental knowledge and skills required for the program/course.
2. **Previous Academic Performance** – Review of results from the previous semester/year examinations.
3. **Classroom Engagement** – Observation of participation, attentiveness, and involvement in teaching–learning activities.



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4. **Pace of Learning** – Monitoring the ability to grasp concepts, respond to discussions, and complete tasks.
5. **Formative Assessments** – Analysis of class test results, assignments, and quizzes.

1.1.2 Process for Identification:

a) Identification Cycle I (Entry-Level Assessment)

- At the beginning of the academic year, students' prerequisite knowledge is assessed through their **entry-level 12th Std PCM marks**.
- Based on performance, students are provisionally categorized as **slow learners** or **advanced learners**.

b) Identification Cycle II (Mid-Semester Examination (MSE) Review)

- Students' learning pace, class participation, and performance in **internal assessments, assignments, and classroom tests** are reviewed.
- Faculty observations and mentor feedback are recorded.
- Re-categorization is done where necessary, ensuring timely interventions.
- At the end of the second semester, final results are analysed to confirm or revise the learner category.
- Progress made by slow learners is evaluated to measure the effectiveness of interventions.
- Advanced learners' achievements are reviewed to plan further enrichment activities.

c) Identification Cycle III (Second Year onwards):

Identification of students is done on the basis of previous year exam score i.e

F.Y.B.Tech, internal examinations and mentoring sessions

d) Documentation

- Each department maintains a **Slow and Advanced Learner Register** containing assessment data, category lists, and progress reports.

The process is carried out in three cycles as depicted in the flowcharts (Figures 1.1(A), 1.1(B), and 1.1(C)).

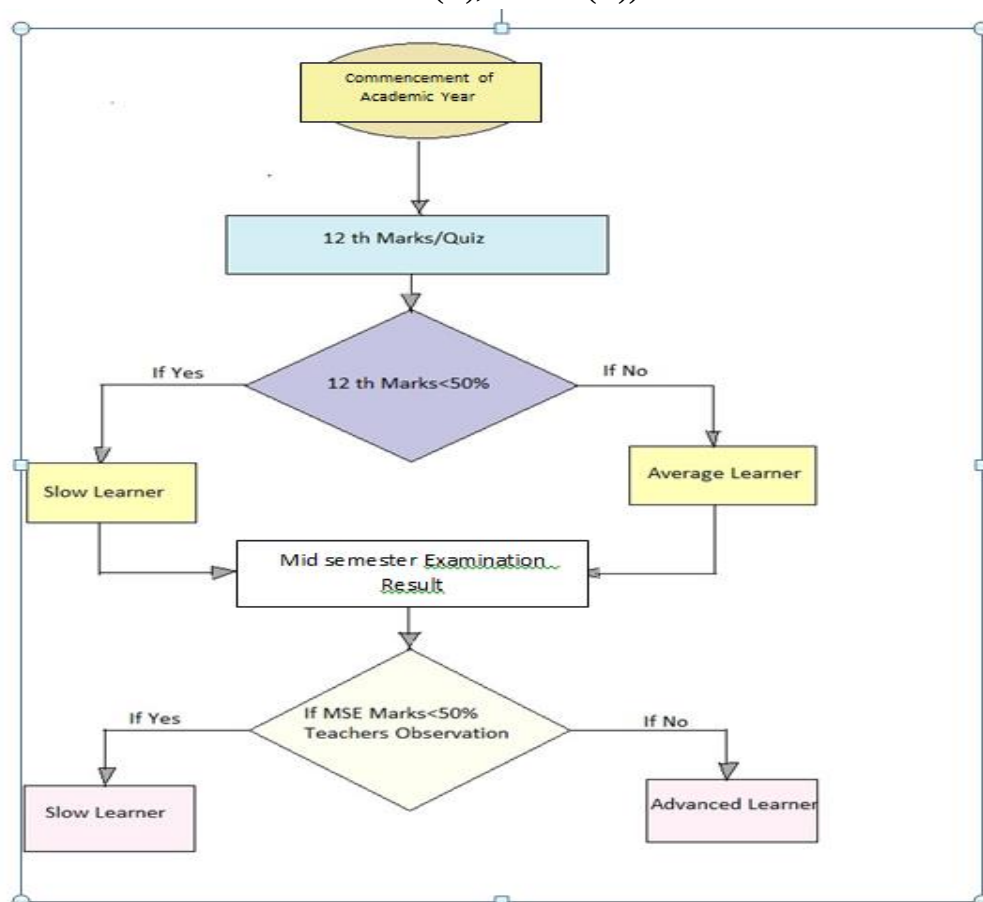


Figure 1.1 (A): Identification of Slow learners and Advance learners at First Year Level Sem I

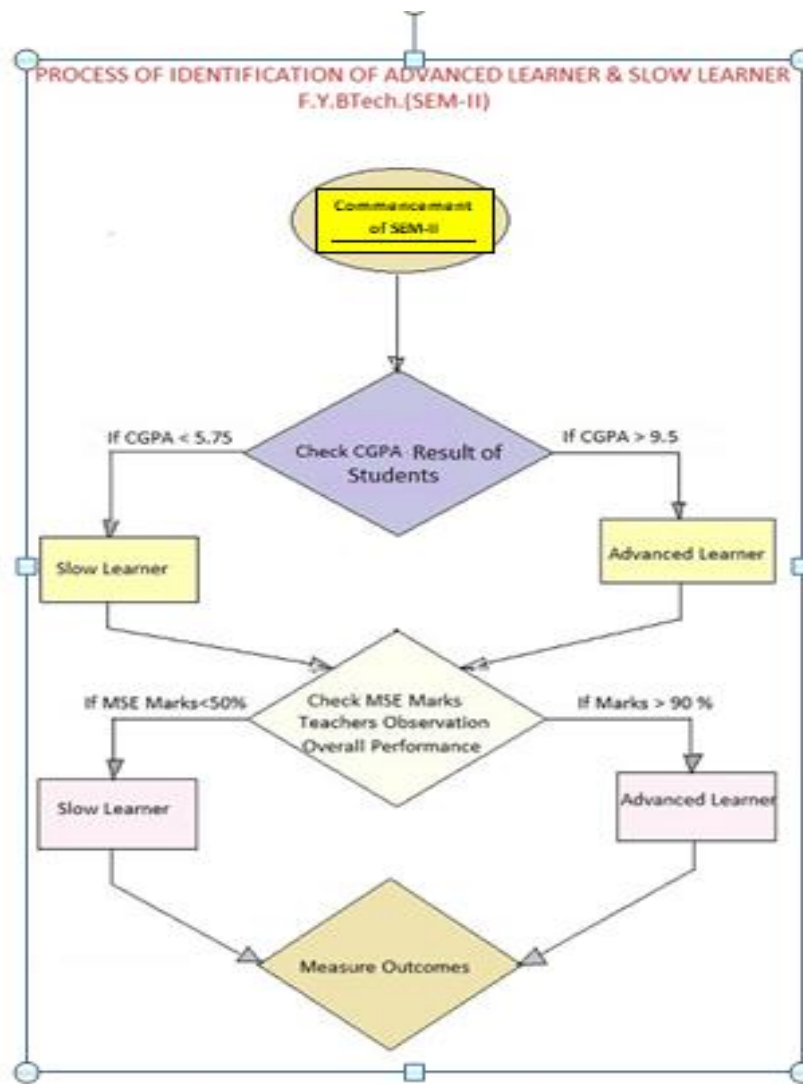


Figure 1.1 (B) : Identification of Slow learners and Advance learners at First Year Level after Sem I

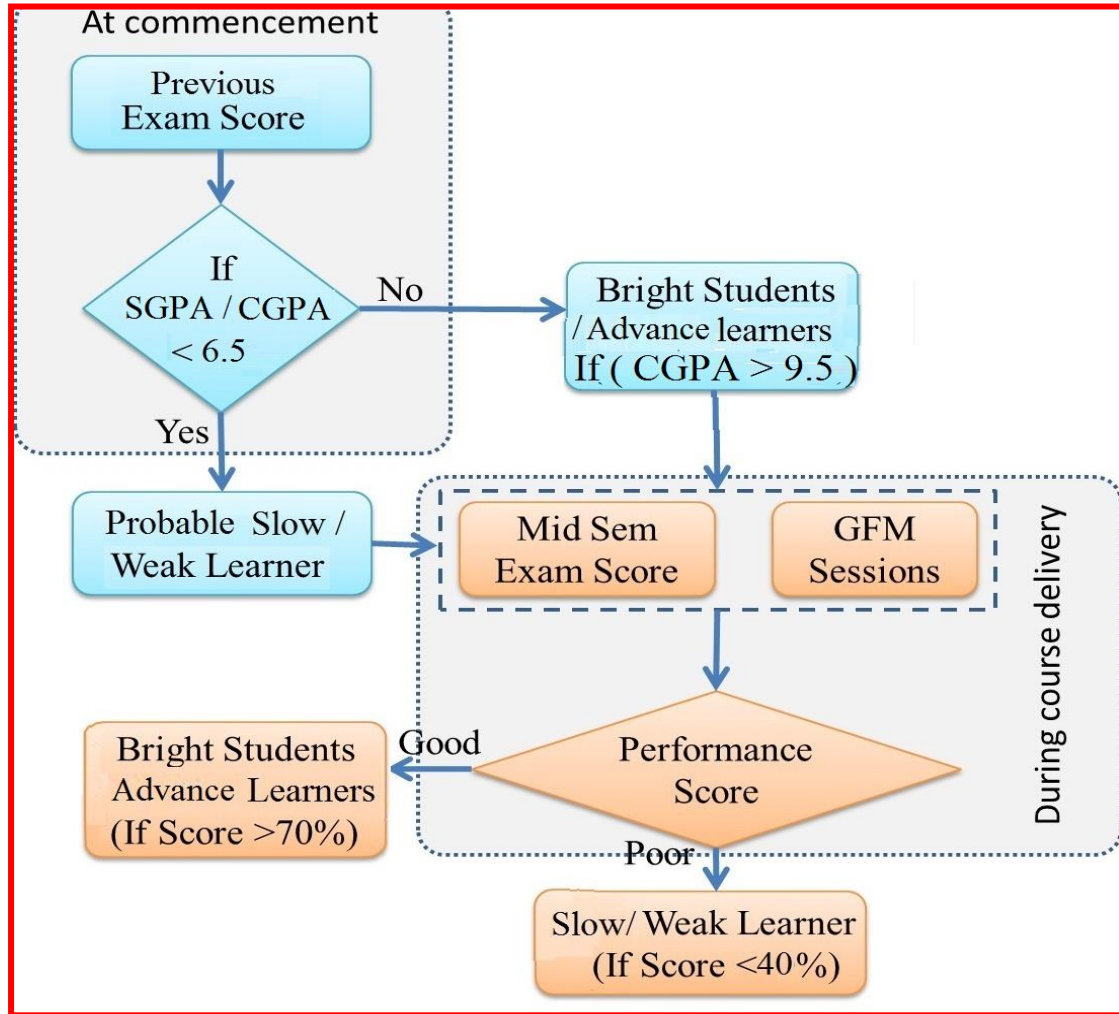


Figure 1.1.(C) : Identification of Slow learners and Advance learners from second year onwards

All other students are considered as average learner, allow them as it is and treat them as slow learner or advanced learner depends upon their performance.



IMPLEMENTATION:

2.1 ASSESSMENT OF THE LEARNING LEVELS OF THE STUDENTS

Slow learner and advanced learners would be identified for each course of that semester by individual course faculties for their division. Weak students' identification is done at two stages:

- Before commencement of the semester on their previous result.
 - During the course by observing MSE and overall feedback on their performance.
1. The course teacher of the current semester prepares the list of weak students based on previous year exam result.
 2. The Guardian Faculty Members (GFM) regularly conduct meetings regarding the progress of their mentees. Course coordinator identify students who scored less than 40% in MSE and internal tests during course delivery.

2.1.1 CONDUCTION OF ACTIVITIES FOR SLOW LEARNERS:

- Provisions should be made in weekly time table by adding extra one hour to conduct problem solving sessions/revision sessions/lab sessions. Weak students are supported by bright students through collaborative learning.
- Additional course content are made available on ERP.
- Department motivate students to register for certification of basic courses through SWAYAM
- Personal attention should be provided by respective subject teacher inteaching.
- Assignments and solving questions from previous question papers.
- Provision of Question bank.
- Special counselling is provided through GFM meetings.

2.1.2 CONDUCTION OF ACTIVITIES FOR ADVANCED LEARNERS

- Provides support for paper publication in conferences by providing reimbursement of 50% registration amount.
- Financial support to participate in reputed national level project competition.
- Motivate students to participate in different events like quiz, group discussion, technical competitions, etc.
- They are encouraged by awarding cash prizes for their excellence in academic.
- Interdisciplinary training/courses are conducted for bright students.
- Bright students are guided to opt for higher education by attempting exams like GATE, GRE etc.
- Institute facilitate them for national, remote and international internships.
- Special counselling sessions are arranged for them by Student progression and Industry Relations (SPIR) cell for quality placement.
- Bright students get opportunities to enhance their skills through different clubs. at department/institute level. Faculty members motivate students to participate in the different activities organized by professional chapters.
- Application based assignments or tasks should be assigned to advanced learners.
- Encouragement to complete NPTEL & SWAYAM online courses.
- Assignment based on Model Making/Mini Projects.

2.1.3 ROLES AND RESPONSIBILITIES OF SUBJECT TEACHER/CLASS TEACHER

Course Teachers will be responsible for:

1. Preparing separate list of slow and advanced learners.
2. Preparing schedule for extra sessions/problem solving sessions/revisionsessions for slow learners.
3. Conducting the sessions for slow learners as per prepared schedule.
4. Preparing the list of advanced assignment or list of tasks assigned to advanced learners.

5. Mini project/Model making competitions among advanced learners.
6. Preparing and maintaining report for whole class based on criteria decided for assessment of the learning levels of the students.

SUPPORT MECHANISMS:

3.1.1 Academic Support

The Institute shall provide structured academic interventions to help slow learners strengthen their subject knowledge and keep pace with the curriculum. This includes:

- **Remedial/Bridge Classes:** Special sessions conducted beyond regular hours to clarify fundamental concepts in core subjects such as Mathematics, Science, Language and fundamental concepts of computer programming.
- **Peer Tutoring and Mentoring System:** Slow learners will be paired with academically strong students or faculty mentors who will provide one-to-one support, guidance, and motivation.
- **Simplified Study Material and Learning Aids:** Preparation of handouts, notes, question banks flowcharts, virtual labs, simulations and other visual tools to make learning easier and more engaging.
- **Continuous Monitoring of Progress:** Regular class tests, quizzes, and short assessments will be conducted in smaller modules to track improvement and provide timely feedback.

3.1.2 Skill Development

Skill enhancement activities like soft skills training, More hands-on Practical Training sessions for imparting students with practical and professional skills for employability, will be integrated to improve the learning abilities and overall competencies of slow learners.

3.1.3 Confidence & Motivation

The Institute shall adopt strategies to boost self-esteem, reduce learning anxiety, and motivate slow learners to actively participate in academics and co-curricular activities.

3.1.4 Parental Involvement

The Institute recognizes the importance of family support in a student's learning journey and therefore ensures active participation of parents in the support process. This includes:

- **Monthly Interaction with Parents:** Regular parent–teacher meetings to discuss the child's progress, learning difficulties, and corrective measures.
- **Sharing Progress Reports and Strategies for Home Support:** Faculty mentors shall provide parents with progress updates and suggest simple home-based practices (reading time, problem-solving exercises, vocabulary building, time management) to reinforce learning beyond the classroom.

MONITORING & EVALUATION:

- Progress will be tracked through continuous assessments, class participation, and remedial test performance.
- Faculty mentors will maintain a **Progress Tracking Sheet** for each student.
- Semester-wise reports will be submitted to the Academic Council.

OUTCOME:

The support activities for slow learners enable enhanced conceptual clarity, progressive improvement in academic performance, and greater confidence in the learning process, whereas the enrichment activities for advanced learners promote academic excellence, research orientation, leadership qualities, and holistic personality development.



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