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Internal Quality Assurance Cell
(IQAC)

Process Manual for
Slow, Transitional & Advanced
Learners (Identification & Activities)

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Introduction:

Within the classrooms faculty have to deal with different types of learners; few learners are very intelligent who learn very fast and few are quite weak who learn very slowly. Therefore, it is required to determine the abilities of the learners in the class. Based on the ability determined, some learners need only guidance and some learners need a hard work and regular attention.

On the basis of their preceding exam performance, current subject performance and basic knowledge, learning speed of learners can be classified into groups; **advanced learners, transitional** and **slow learners**. Each type of learners has different learning attitudes and learning habits. A faculty has to adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners Also, importantly remaining learners, can be called as ‘**transitional learners**’, from the class also need to be looked upon.

The purpose of assessment of the learning levels of the learners and conduction of activities for them is

- To identify slow and advanced learners in the class as per the mechanism.
- To motivate slow and advanced learners for self-empowerment and teamwork.
- To help slow & transitional learners for improvement in participative learning and activities so that they can become advanced learners.

The remainder of this manual describes the constituent parts of the slow learner, transitional learner and advanced learner identification process and activities for them and includes guidance on process.

Process Input:

To identify slow and advanced learner following inputs is needed

- Result** of individual student in preceding SPPU examination.
- Common Baseline Test** on basics of all subjects studied in last semester.
- Summative Test** on the respective subject after completion of 1st unit. This test must cover CO-1.

Process of Slow learners and Advanced Learners (Identification and Activities):

The process of assessment of the learning levels of the learners and conduction of activities for them shall be carried out through a systematic procedure as shown in the flow chart of Fig. 1 and explained in detail as below:

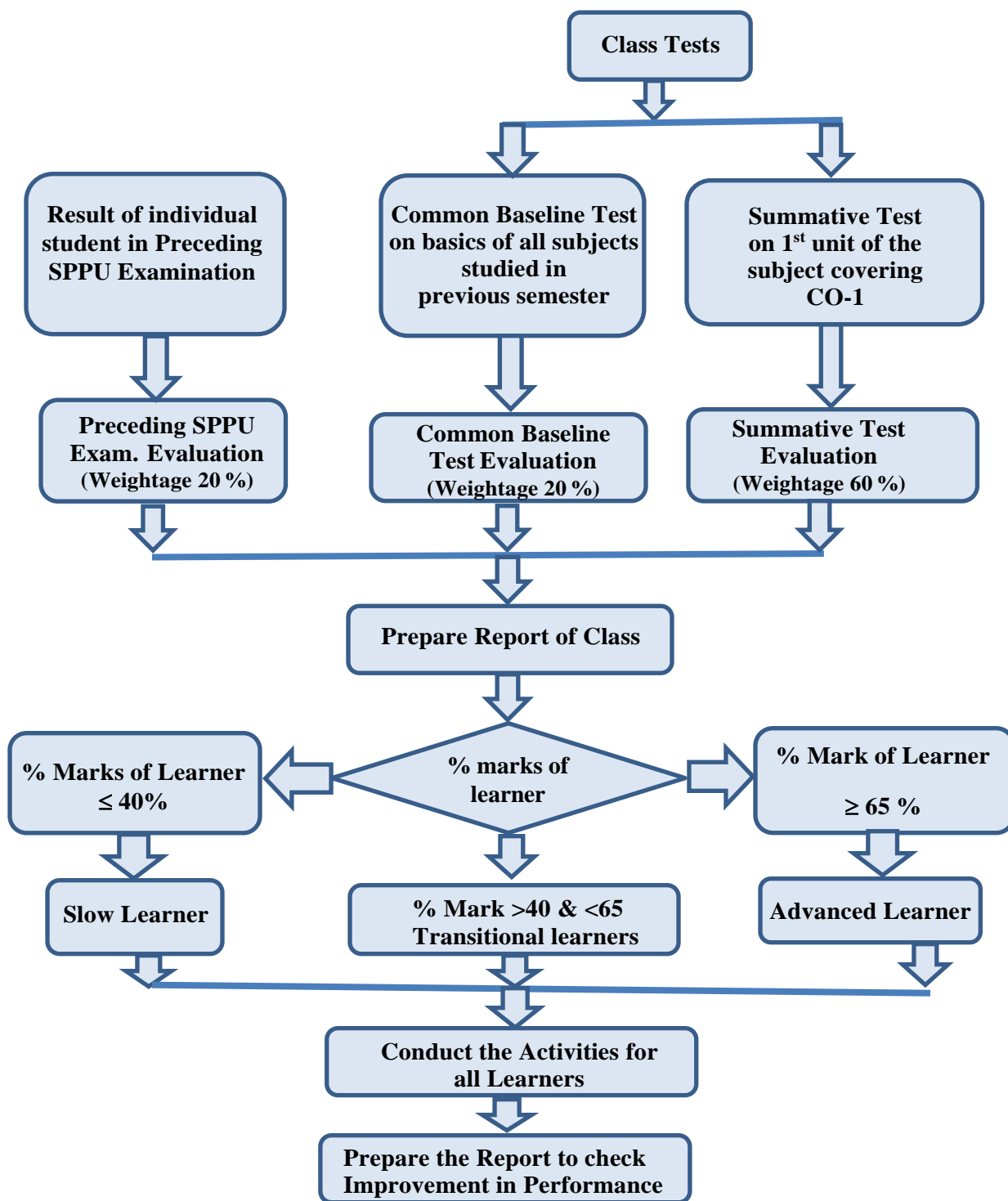


Fig. 1 Process Flow Chart for identifying the slow and advanced learner

1. Assessment of the learning levels of the learners:

- Slow and advanced learners shall be identified for **each subject** separately by respective subject teacher **in every semester**.
- Process to identify the slow learners and advanced learners shall be implemented immediately after declaration of preceding semester SPPU examination result and after completion of unit 1 or after one month in case of FE (SEMI).
- The **department CR-II coordinator** shall conduct common **baseline test of 30 marks** (objective or subjective type) and duration of one hour on basics of all subjects studied in last semester, for knowing the prerequisite knowledge of the learners.
- Every subject teacher shall conduct **summative test of 20 marks** (objective or subjective type) and duration of 30 minutes for their subject after completion of first unit. **This test shall cover CO-1.**
- Slow and advanced learners are identified based on following parameters and their weightage.

Table 1: Parameters

Sr. No.	Parameter	Weightage in Percentage
1	Academic performance of learners in preceding University examination	20%
2	Marks obtained by student in Common Baseline Test	20%
3	Marks obtained by student in Summative Test	60%

- Based on above parameter a report shall be prepared for complete class showing % score of each student.
- The student securing marks $\leq 40\%$ shall be treated as Slow Learners.
- The student securing marks $\geq 65\%$ shall be treated as Advanced Learners.
- The learners in the range $>40\%$ & $<65\%$ shall be treated as transitional learners.
- Prepare separate lists of learners for conducting activities as defined and monitoring the progress.
- You can name these groups of learners as Achiever (slow learner), Winner (Advanced learners) etc. or any other names to avoid vertical division among the class.

2. Conduction of activities for Slow learners (implement minimum three activities):

- The teacher shall conduct problem solving sessions /revision sessions/extrasessions.
- Make up classes and practical sessions shall be conducted for Direct Second Year (DSE) Learners to complete the syllabus within time.
- Personal attention shall be provided by respective subject teacher.
- The subject teacher shall give assignments and help learners in solving University question papers.
- The subject teacher shall supply question bank to learner.
- The subject teacher shall do counselling and shall suggest special hints and techniques to perform better in examinations.

- The subject teacher shall conduct bridge classes or the preparatory classes.
- Any other activity to be decided by respective subject teacher (if required).

3. Conduction of activities for Transitional (minimum three activities) and Advanced learners (minimum three activities):

- Assignments or tasks with greater difficulty level shall be given.
- Learners shall be encouraged to complete NPTEL/Coursera/Udemy/Advanced courses.



Fig. 2 Proposed activates for Slow Learner

- Learners shall be encouraged for participation in Seminars/Conferences/Technical Events.
- The teacher shall give assignments based on prototype/model making.
- Learners shall be encouraged for industrial visits and industry sponsored internships.
- Platform shall be provided through MoU's with various reputed Industries / Research institute to explore their talents.
- The subject teacher may recommend additional Library facility for these learners.
- Learners shall be encouraged for participation in incubation center activities, Center of Excellence (CoE) activities, activities of various 'Student's Activity Clubs.
- Learners shall be motivated and guided for higher studies and various competitive examinations.
- Learners shall be motivated to participate and to arrange activities under Student

Chapters.

- Any other activity to be decided by respective subject teacher (if required).

4. Preparation of Performance improvement report of slow learner

- Each faculty shall prepare report after declaration of University result of current semester.
- Checkout the performance of the slow & transitional learners in examination. If the performance is improved then it closes the loop of the activity.

Roles and Responsibilities of Subject Teacher:

The subject teacher is responsible for implementing the complete process as per the manual.



Fig. 3 Activities Conducted for Transitional & Advanced Learner

Subject Teachers will be responsible for:

- ✧ Conducting **Summative test on first unit of 20 marks** and duration of 30 minutes.
- ✧ Evaluation of test answer sheets and preparing the class test result report of class.
- ✧ Preparing and maintaining reports of the class based on parameters decided for assessment of the learning levels of the learners.
- ✧ Preparing separate list of slow, transitional and advanced learners, conduct the activities accordingly and maintaining the records.
- ✧ Preparing the report after university result declaration of current semester.

+ Documents to be maintained

- ❖ Cover page: Slow, Transitional & Advanced Learner Activity
- ❖ Report of result of test/s conducted.
- ❖ List of slow learners
- ❖ List of Advanced learners
- ❖ List of Transitional learners
- ❖ Schedule of activities to be conducted.
- ❖ Attendance record for session conducted for slow learners
- ❖ Report of performance improvement for slow learners & transitional learners.
- ❖ List / Record of tasks given to advanced learners

+ Expected Outcome

- Timely conduction of activities
- Records based on student progress and observation.
- Improvement in University examination.