

KOLHAPUR INSTITUTE
OF TECHNOLOGY'S
**COLLEGE OF
ENGINEERING**
(AUTONOMOUS),
KOLHAPUR

**Criteria and Policies for
“Slow Learners and Advanced Learners”
(Identification, Assessment and Activities)**

**Kolhapur Institute of Technology's
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INTRODUCTION:

Students can be admitted to any programme from any discipline through extensive and competitive admission tests. The ultimate goal of the Institute’s programmes is to equip and competently prepare all students admitted to the Institute to solve real life problems and contribute to social progress via critical thinking and academic achievements. This can be accomplished by making academics more demanding and competent for advanced learners, as well as by assisting slow learners in achieving greater academic and personal success. There will be those students in any academic programme who can do exceptionally well and learn more because of their comprehension, retention, and dedication.

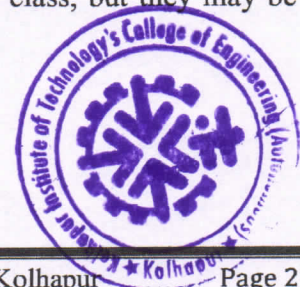
On the other hand, due to a variety of personal or systemic factors, certain students may have challenges in their learning process. Students in both of these scenarios require extra attention and interventions to make their learning more engaging and effective.

ADVANCED LEARNERS:

The term "advanced learner" is used in this policy document to describe students who can engage in learning activities faster than their classmates, get good grades, and make important achievements in co-curricular and extra-curricular activities. With their comprehension, retention, memory, critical thinking, creativity, and contextualization skills, they have more potential. They may also be hard workers who consistently outperform the bulk of their classmates. These students are significantly gifted and talented in comparison to the rest of the class. These students are capable of taking on more advanced coursework and academic obligations. They can introduce new ideas and tactics, as well as take the lead in teaching and learning activities.

SLOW LEARNERS:

Slow learners are not characterized as low achievers or troublesome students in the class or department; thus, their motivation and interest are not harmed. This may cause them to become more worried and introverted in class. Slow learners are always underachievers and fall behind in their academic pursuits. They may be unable to pass exams or receive just mediocre grades. They will struggle to comprehend the lessons and may struggle with comprehension, retention, creativity, and integration. They may struggle with articulation and critical thinking. Their motivation levels may be low, and they may struggle to acclimatize to the instructional learning process, causing them to drop out or fail the programme. Poor performance may not be due to a lack of skill or talent, but rather to ineffective teaching techniques, poor family situations, insufficient motives and supports, incorrect learning approaches etc. They should be treated like any other student in the class, but they may be given additional classes to help them progress and achieve their goals.



APPROACH AND METHOD OF ASSESSMENT:

Different strategies can be used to assess students in order to determine their learning levels. The merit in qualifying examinations, competitive entrance examinations, and performance in the initial stage of the programme, orientations assessed using qualitative methods, participation in co-curricular and extra-curricular activities and achievements, behavior patterns etc. can be used as indicators of their achievement as they are admitted to the Institute’s programme. This level can be used as a student’s benchmark. They can then be evaluated on a continuing basis throughout the programme based on their examination results at various levels and stages, as well as their performance in extra-curricular and co-curricular activities. On the basis of the assessment procedure, progression of the students and their levels of success, performance of such students can be compared to the previous semester/year in order to gauge progress and make relevant changes in the procedure.

CRITERIA FOR IDENTIFYING SLOW LEARNERS AND ADVANCED LEARNERS:

- 1. By Observation (Role of Mentor):** Use of Checklist: If Mentor finds ‘Yes’ for more than 5 behaviours then, Student is considered to be a Slow Learner.
- 2. Academic Performance (Educational Attainment):** Use of evaluation records of In Semester Evaluation (ISE) – I and Mid Semester Examination.
- 3. Performance in Project Based Learning (PBL):** Performance in Individual and Team Work related to PBL.

BY OBSERVATION (ROLE OF MENTOR):

Here Mentoring System is useful and role of Mentor becomes significant and important in identifying slow learners by observation during Mentor-Mentee Interactions. Mentors can make continuous observations by observing student behavior directly or indirectly. Student behavior is observed not only in the classroom, but also outside the classroom. Observations can be made under simple and controllable conditions. Mentors can take help of subject teachers and/ or class teachers in the observation process. Mentors need to record, analyze and interpret the information gained from their observations. The checklist method is used for this. Mentors can use the following checklist to check students for slow learners. Before applying the checklist to students, mentors should ensure that their symptoms last for 2-3 months and cause significant deficiency. If the mentor finds a ‘Yes’ for more than 5 behaviours then, Student is considered to be a Slow Learner.



Table 1: Checklist for Screening the Slow Learners and the Advanced Learners

Kolhapur Institute of Technology's College of Engineering (Autonomous), Kolhapur

DEPARTMENT OF _____ ENGINEERING

Checklist for Screening the Slow Learners and the Advanced Learners

Name of Student (Mentee): _____

Class: _____ **PRN:** _____

Contact No.: _____ **Email:** _____

Sr. No.	Behaviours	Yes	No
1	Low educational attainment than what he/she is capable of		
2	Deficiency in basic skills (reading, writing, analytical ability etc.)		
3	Short span of attention and easily distracted by other things		
4	Weak/ Poor Memory		
5	Poor Self Esteem (Low Expectations) and lack of self confidence		
6	Takes more time to learn and can't keep pace with the rest of the class		
7	Difficulty in understanding several steps in a task		
8	Difficulty in connecting and transferring the information learnt		
9	They may not show consistent performance		
10	May not attend the classes regularly without any reason		
11	May show proficiency with particular task other than academic		
12	May have poor reasoning skills		

Any other additional remark/ observation:

Name and Sign of Mentor:

Date:



ACADEMIC PERFORMANCE (EDUCATIONAL ATTAINMENT):

- At present, the evaluation of theory courses is done in four stages. In Semester Evaluation – I (ISE – I), In Semester Evaluation – II (ISE – II), Mid Semester Examination (MSE) and End Semester Examination (ESE). ISE - I (10 Marks) and ISE - II (10 Marks) for theory courses are carried out using assessment tools such as: Assignments, Oral, Seminar, Test (Surprise/ Declared/ Quiz/ Open Book), Presentations, Group Discussion etc. Each course coordinator uses two assessment tools/ components for each ISE.
- The evaluation for laboratory courses, seminar, and mini-projects is on the basis of ISE and ESE (if applicable). The evaluation is based on the performance of student in laboratory, experimental write-up, report write up, presentation, oral, and test (surprise/declared/quiz), assignment etc.
- MSE is based on initial 50% syllabus (including syllabus covered in ISE-I) with 30 Marks Examination. There is no re-examination for MSE.
- ESE is of 50 marks and the examination is based on entire syllabus of the respective course. The weightage is 30% for the syllabus covered up to MSE and 70% for the remaining syllabus after MSE. Students who are absent for the ESE of any course, are obtaining ‘F1’ grade. Such student is allowed to appear for make-up examination scheduled after each semester.
- For Audit Course, the ESE is based on entire syllabus for 100 Marks with equal weightage to all units.

Departmental Mentoring Coordinators consider the performance of the students in the ISE - I and MSE evaluations when identifying slow learners and advanced learners. For all semesters, the concerned Coordinators (including the Department of Basic Sciences and Humanities) identify slow and advanced learners for each programme separately. Following the announcement of the MSE results, a process to distinguish slow and advanced learners is implemented. Students who receive grades of less than 40% are classified as slow learners, while those who receive grades of more than 70% are classified as advanced learners. These criteria and weightages are used to identify slow learners and advanced learners, a report for the entire class is created and then for each type of learner, a separate list is created for submission to the Central SLAL Coordinators, monitoring, and carrying out subsequent tasks.

PERFORMANCE IN PROJECT BASED LEARNING (PBL):

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Essential Elements of Project-Based Learning (http://www.bie.org/about/what_pbl):

- Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals including standards-based content and skills. (e.g. Critical thinking, analytical skills, communication, collaboration, and self-management)
- Challenging Problem or Question** - The project is framed by a meaningful problem



to solve and analyze.

- iii. **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- iv. **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- v. **Student Voice and Choice** - Students make some decisions about the project, including how they work and what they create.
- vi. **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- vii. **Critique and Revision** - Students give, receive, and use feedback to improve their process and products.
- viii. **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people.

Proficiency Levels:

- a) **Students at beginning level (First Year Level)** can recognize basic critical thinking definitions and terms (e.g. remembering, understanding, applying, analyzing, evaluating, and creating) but need more explicit directions and help from teachers to apply the concepts to their research, planning, assessment, problem solving, and presentations.
- b) **Students at developing level (Second Year Level)** must demonstrate their ability to use essential research and problem-solving ideas. Students' responses to follow-up questions reveal their understanding of the program's goals. Students explain their information selection and analysis using specified principles. Students are open to suggestions on how to overcome challenges in completing presentations.
- c) **Students at proficient level (Third Year Level)** show a high level of independence. They are actively involved in continual review of how their research incorporates many views and links to real-world objectives. Students ask follow-up questions, seek feedback on their work, reflect on their process, and change their method as needed to meet their goals' demands.

Role of PBL Coordinators:

PBL Coordinators at all Departments are continuously monitoring the performance of the students individually as well as in a Team of 03 to 05 students. Based on the assessment, Students who receive grades of less than 50% are classified as slow learners, while those who receive grades of more than 80% are classified as advanced learners. Accordingly report for the entire class is created and submitted to the Departmental Mentoring Coordinators. The complied report is further submitted to the Central SLAL Coordinators.



SPECIAL ACTIVITIES CONDUCTED FOR ADVANCED LEARNERS:

1. Special tutoring for higher level competitive examinations and providing additional insights for better career planning and growth.
2. Motivating students to participate in research initiatives in order to instill a research mind set and goals for higher education.
3. Encouraging students in participating in various co-curricular and extra-curricular activities, group discussions and technical quizzes in order to strengthen their analytical and problem-solving ability and, as a result, their presentation skills.
4. Encouraging students to attend national and international conferences and present their work. Inspiring them to publish high-quality research and make creative contributions to the academic and practical worlds.
5. Encouraging students to complete Online Certificate Courses.
6. Offering start up opportunities, seed money/ funding to help these students to develop their unique ideas.
7. Helping these students to set higher goals and guiding them for their career planning.
8. Arranging training programs for gaining advanced technical know-how.
9. Providing additional book bank facility.
10. Recommendation for institutional pride and other awards.
11. Encouraging them to register for B.Tech (Hons.)/ Minor Degree Programs.
12. Designating as advocates of slow learners.

MEASURES TAKEN FOR IMPROVING ACADEMIC PERFORMANCE OF SLOW LEARNERS:

1. Assisted and motivated by the Department, Mentors and individual teachers who provide necessary advice and support.
2. Setting up bridging classes and remedial programmes and conducting extra classes for the curriculum's challenging subjects (based on the examination results).
3. Giving extra attention and additional practice assignments for the students in tutorial classes who have been classified as slow learners.
4. Providing specific counseling to slow learners on academic related issues by Mentors and subject experts.
5. Arranging corrective lessons/ sessions for the slow learners on the basis of the outcomes of the In Semester and Mid–Semester Examinations.
6. Providing additional Departmental Book Bank Facility.
7. Providing soft skills, personality development, time management, and motivating seminars to these students.
8. Designing special coaching or tutorial sessions to bridge the gap between slow and advanced learners.
9. Providing easy and standard lecture notes/ course materials, as well as guiding them for the preparation of makeup examination.
10. Encouraging group learning activities and hands-on learning for slow learners.
11. Formation of study groups for peer-to-peer learning.



12. Effective alumni support to motivate and encourage slow learners.

DOCUMENTS TO BE MAINTAINED:

1. Checklists to identify slow learners and advanced learners
2. Report of ISE - I and MSE result for each semester
3. Report of marks obtained in Project Based Learning Work
4. List of slow learners
5. List of advanced learners
6. Schedule of proposed activities for slow learners and advanced learners
7. Report of activities conducted for slow learners and advanced learners
8. Attendance record for sessions/ activities conducted for slow learners and advanced learners
9. Report of performance improvement for slow learners
10. List/Record of tasks given to advanced learners
11. Recorded Links (Online activities/ sessions)
12. All relevant documentary evidences, photographs (Geo tagged) etc.

Date: 24th July, 2024

Place: KITCoE, Kolhapur

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