JAGANNATH
UNIVERSITY

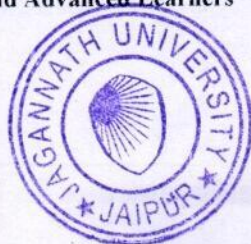# PROCESS MANUAL

FOR

SLOW AND ADVANCED LEARNERS*

University Campus

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*Recommended by the Academic Council vide Resolution No.31.36 dated May 24, 2018 and approved by the

Process Manual for Slow and Advanced Learners

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PROCESS MANUAL FOR SLOW AND ADVANCED LEARNERS

1. Introduction

Every student has different learning attitudes and learning habits. Teaching learning and teaching methodology has to be adapted such that the teacher does not lose the attention of the slow learners and turn off the advanced learners. This process manual is an assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing in the academic and personal life. The manual provides guidelines to the teachers for identification and development of significant strategies and scientific implementations to benefit both Slow and Advance Learners without ignoring the Average Learners.

Jagan Nath University admits students through two channels -

(i)   as per list provided by the centrally conducted counseling, and

(ii)   direct admissions through merit in qualifying examination/University Entrance Examination followed by GD/PI

Therefore, the admitted students represent a combination of bright students and not-so-bright students. To help them cope up with new learning environment, a number of measures are taken by the University, such as -

(iii) The University practices a robust student academic counseling process at each level from newly admitted to finally getting placed or going for higher studies. At the time of admission, apart from the counselors, faculty of the department interacts and takes PI and gaze the student aptitude. HoD/Dean and senior faculty may interact with the aspirants and their parents (if required)

(iv)   Once the admission process is over, an orientation program is planned for the newly admitted students to inculcate the ethos, value system and culture of the institution. It includes several activities such as; Yoga, Meditation, Music, Physical Training, Communication Skills, Personality Development, Literary events, Art and Culture etc. At the time of orientation all the functionaries including President (Vice-Chancellor), Pro-President (Pro-Vice Chancellor). Registrar, Dean (Academics) interacts with the students to guide them and know their need and aspirations.

(v)   All faculty members have in their teaching time tables, a slot of one hour per week reserve for students to approach them to discuss and resolve various Academic & Personal Problems as a part of Mentor Mentee system.

(vi)   An initiative of inviting parents at least once in an Academic Year on-line/off-line to interact with concerned faculty mentors and subject teachers to learn about the progress of their wards including performance in the two test series i.e; Mid-Term & End-Term.

(vii) In each class the most regular student, in terms of attendance and overall performance is selected as Class Representative by the concerned Dean.

(vi)   The University has a tradition of maintaining mentor-mentee relationship. The mentor, herewith called faculty mentor is appointed, to keep track of the records of the mentees. *This also helps to identify the slow learners and the advanced learners from each batch of each year and every program.*

On the basis of their preceding exam performance, current subject performance, class observation and learning pace, students are classified in two groups; **advanced learners and slow learners**. Each type of student has different learning attitude and learning habits. A faculty has to adopt a teaching methodology so that he/she may not lose the attention of the slow learners and turn off the advanced learners.

2. Objectives

The objective of such assessment process of the learning levels of the students is:

i.   To identify the factors affecting the student's performance.

ii.   To analyze them with respect to the institutional framework.

iii. After identification and analysis, to provide a proper solution for improving their performance and build a successful career.

iv.   To provide a desirable and amicable solution both for the slow learners and advance learners to avoid any discrimination between them and they must take interest to reach up to a position in due course of time where both the group feel at par with each other.

3. Applicability

The provisions of the Process Manual for Slow and Advanced Learners will be applicable w.e.f the date of it's approval by the BoM.

These guidelines will be applicable to all the students enrolled in various programmes of the University.

4. Process to Identify Slow and Advanced Learners

The process of identifying slow and advanced learners is as shown in the figure 1. All students of a particular batch are assessed on following parameters:

S No	Assessment Criteria	Weightage
Internal Assessment:		
1	• Mid Term Test / Class Tests	15%
2	• Assignments/ Class participation and responsiveness / General awareness / Attentiveness etc.	10%
3	• Class Attendance / Participation in other Activities	5%
External Assessment:		
1	• University Exams	70%

Based on above assessed parameters students are classified into three groups:

- If aggregate score in Internal Assessment is < 40%; Slow Learners
- If aggregate score in Internal Assessment is > 70%; Advanced Learners
- If aggregate score in Internal Assessment score is ≥ 40% and ≤ 70%; Average Learners

All the above details are provided by the concerned subject teachers to the concerned faculty

mentor. These details are maintained in the Mentee record.

5. Student Profile Form / Mentee Information Form

All faculty mentors are required to maintain the student detail of each and every student of their respective batches in the Mentee Information Form attached as **Annexure 'A'**. This record is helpful in maintaining the student data and his/her personal information and to connect faculty mentor to parents/guardians.

The students are also required to fill one Google form **(Screenshot: Annexure 'C')** at least once during an Academic Year in which details regarding their marks in each semester, any medical history, and suggestions (for improvement) are given.

6. Mentor's Diary: Meeting Record

Every faculty mentor maintains Mentor's Diary: Meeting Record (Annexure B). The mentor's Diary consists of record of the students of a particular batch assigned under the faculty mentor.

7. Following records are to be maintained in Mentor's Diary: (Annexure 'B')

1. Student Profile Form / Mentee Information Form **(Annexure A)**
2. Performance in Internal Assessment
3. Assessment learning level of students as per the process as shown in figure1.
4. List of slow and advanced learners of their batch.
5. Remedial measures taken and details (circulars and notices) regarding conduction of remedial classes.
6. Post remedial measures assessment of the students.
7. Records of activities for both types of learners
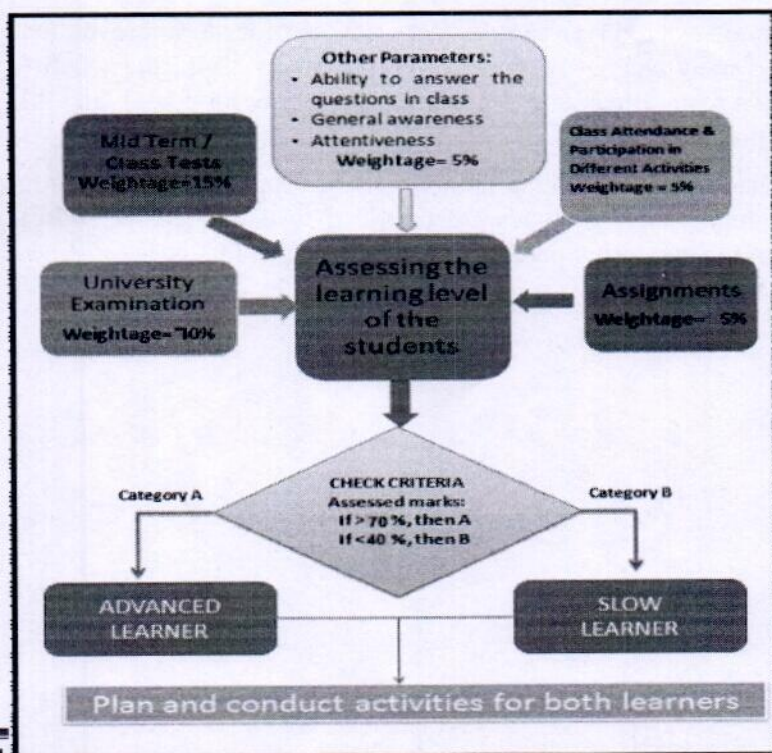
Figure 1: Process to identify slow and advanced learners
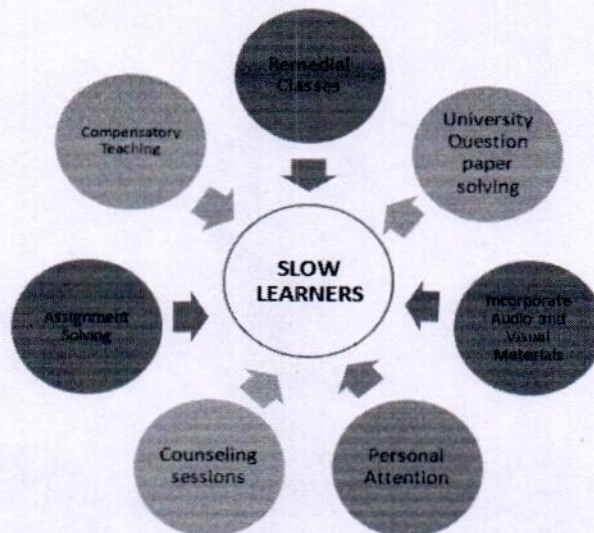
8. Special Programs for Advanced and Slow Learners

8.1 Slow Learners

If the performance score of the student is below 40% in Internal Assessment, then the student is considered as slow learners. Faculty mentors continuously take care and monitor the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They also interact frequently to understand and assist students with issues that affect their ability to learn. Further, they communicate with the parents and also inform them about the report after the completion of each assessment test.

For encouraging and motivating slow learners, special attention is paid to them and a systematic procedure as shown in the flow chart and explained in detail as below is followed:

- **Remedial Classes**: conducted for both theory and practical sessions.

- **Compensatory Teaching**: Provisions in weekly time table by adding extra one hour to conduct problem solving sessions / revision sessions/extra sessions.

- **Assignments and Solving University Question Papers**: Provide solutions of questions papers from last 2 years

- **Counseling Sessions**: Assist students in their weak areas of performance and suggest improvements

- **Personal attention**: Providing special attention on non-academic parameters such as Communication Skill, Public Speaking, decide on Carrier Goals, and Managing Academics & Personality.

- Such students are given regular class tests in order to improve their performance in the university exam. Further, faculty members revise the tough topics as per the student's requirement and provide university question bank and discuss the way of presenting the answers in the exam to score marks.

All this is achieved by incorporating audio and visual materials in addition to their regular course. Special hints and techniques are provided to them. At the end of the mentoring, success stories of the mentoring process by the faculty mentors is documented.
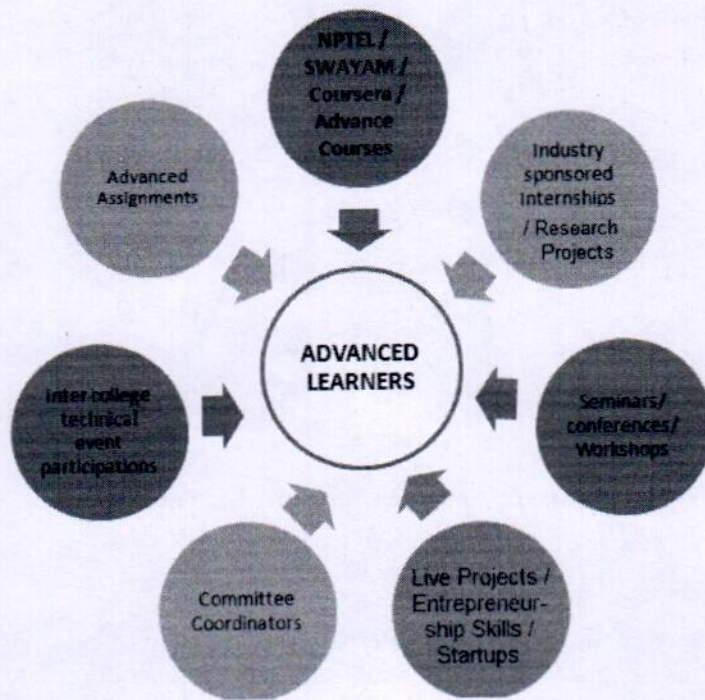
Figure 2: Activities for Slow Learners

8.2 Advanced Learners

If the performance score of the student in Internal Assessment is above 70% , then the student is considered as advanced learners. Such students are encouraged to participate in advanced learning related activities as shown in figure 3.

For encouraging and motivating advanced learners some of the special activities, not restricted to, listed herewith are as follows:

- Advance learning assignments or tasks are assigned to advanced learners
- Encouragement to complete NPTEL/SWAYAM/COURSERA/ courses
- Encouragement to Participate in Seminars/Conferences/Technical Events/ Live Projects / Domain specific Entrepreneurial Skills / Start Up etc.
- Providing platform to become the part of Industry sponsored Internship/Research Work.
- Advanced learners are selected to be the committee coordinators of different technical/professional departmental and university level committees.
- Encourage to participate in national level contests and events.
- Encourage to become member of professional bodies and organize technical/professional events, research oriented micro projects from 2nd year onwards.

Figure 3: Activities for Advanced Learners

After all activities are completed the faculty mentor will submit the report to the head of the department and thereafter to IQAC to show the improvement of the slow learner as well as the achievements of the advanced learners.

JAGANNATH UNIVERSITY

Student Profile Form / Mentee Information Form

(Batch : 20___-20___)

Programme :_____   Branch :_____

Enrollment No.:_____(To be filled up by the office)

Student's Name (in Capital letters)_____

Father's Name (in Capital letters) _____

Paste Colour
Passport size
Photograph here

Mother's Name: (in Capital letters) _____

Name of the Local Guardian : _____

Relationship: _____   Contact No. _____

Category (Gen/SC/ST/OBC/NRI/Foreign/Others) _____

Physical Handicapped: (Yes / No) _____   Minority : (Yes / No)_____

Sex (Male/Female) :_____   Date of Birth : DD / MM / YYYY

Mail ID : _____   Aadhar No : _____

Present Address: _____
_____

Tel.(Res.) : _____ Mobile No. _____

Permanent Address : _____
_____

Tel. (Res.) : _____   Father's/Mother's Mob. No. : _____

Student's Mobile No.:_____

FATHER'S OCCUPATION (*IN DETAIL*) :

Business/Service/Any other :_____   Name of the Post :_____

Nature of Business / Job : _____
_____

Company name & Address _____

_____   Tel.: _____

Date : ____/____/20   *Signature of Student*

Mentor's Diary: Meeting Record

Name : _____

Enrollment No. : _____ Programme : _____

Batch : _____ Semester / Year : _____

Performance in Internal Assessment :

S No	Assessment Criteria	Weightage	Marks Obtained
1	Mid Term Test / Class Tests	15%	
2	Assignments/ Ability to answer the questions in class / General awareness / Attentiveness etc.	10%	
3	Class Attendance / Participation in other Activities	5%	
	TOTAL	**30%**	

Weather falling under the category of Slow Learner / Advanced Learner

Activities Conducted : A

	SLOW LEARNER	
S.No.	Activities	Remarks
1	Remedial Classes	
2	Compensatory Teaching	
3	Assignment Solving	
4	Counseling Sessions	
5	Personal Attention	
6	Incorporate Audio and Visual Materials	
7	University Question Paper Solving	

Activities Conducted : B

S.No.	Activities	Remarks
1	NPTEL/SWAYAM/ Coursera / Advance Courses	
2	Advanced Assignments	
3	Inter College Technical Event Participations	
4	Committee Coordinators	
5	Live Projects /Entrepreneurship Skills / Startups	
6	Seminars / Conferences / Workshops	
7	Industry Sponsored Internships / Research Projects	

Table header spanning all columns: ADVANCED LEARNER

Final Remarks by the Mentor :

_____

_____

_____

_____

Signature of the Mentor

Screenshots of the Google Form for Gathering Student Feedback
Google Form Link : https://bit.ly/3vUwb7rstudentfeedbackform

SLOW LEARNER OR ADVANCE LEARNER

Student Feedback regarding Slow Learner/ Advance Learner

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

Not **deepak.agarwal@jagannathuniversity.org**? Switch account
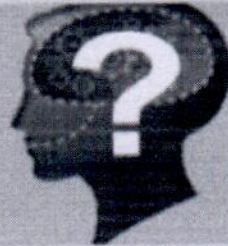
* Required

SLOW LEARNER

Q.4. SLOW LEARNER *

- [ ] Remedial Classes
- [ ] Compensatory Teaching
- [ ] Assignment Solving
- [ ] Counseling Sessions
- [ ] Personal Attention
- [ ] Incorporate Audio and Visual Materials
- [ ] University Question Paper Solving

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SLOW LEARNER OR ADVANCE LEARNER

Student Feedback regarding Slow Learner/ Advance Learner

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

* Required

ADVANCE LEARNER

Q.4. ADVANCE LEARNER *

- [ ] NPTEL/SWAYAM/ Coursera / Advance Courses
- [ ] Advanced Assignments
- [ ] Inter College Technical Event Participations
- [ ] Committee Coordinators
- [ ] Live Projects /Entrepreneurship Skills / Startups
- [ ] Seminars / Conferences / Workshops
- [ ] Industry Sponsored Internships / Research Projects

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SLOW LEARNER OR ADVANCE LEARNER

Student Feedback regarding Slow Learner/ Advance Learner

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

* Required

Rate the following on 4 point scale --

*

| Choose ▼ |

Q.5. Teaching Learning Methodology *

| Choose ▼ |

Q.6. Does your teacher guide you in setting personal targets and developing strategies to achieve that target *

| Choose ▼ |

Q.7. Academic/Infrastructural support extended by the University during the Programme *

| Choose ▼ |

Q.8. Your views about the initiatives taken by the University for Slow/Advance Learners *

| Choose ▼ |

Q.9. Your upgradation of knowledge through various activities conducted by University *

| Choose ▼ |

Q.10. Achievement(s) at University that you are proud of :

Your answer

Q.11. Certificate (If any) Please Upload

⬆ Add file

A copy of your responses will be emailed to the address you provided.

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