

STANDARD OPERATING PROCEDURE FOR SLOW AND FAST LEARNERS IN JAIN COLLEGE OF ENGINEERING

General

1. JCE has established itself as a premiere institution under the umbrella of JGI group by providing quality teaching-learning to students. The college offers learner centric teaching-learning, which reinforces co-curricular and extra-curricular activities for learners from diverse background for their holistic development. The college recognizes that the learning interest and pace of every student. The college considers that some learners as slow learners and fast learners. In such a situation, it is crucial to recognize the learning levels of learners and plan accordingly to deliver learner centric teaching-learning.

2.0 Introduction to Fast and Slow Learners

Fast learners are the students who understand a taught topic better than the other students in the class and attain high scores (>50% of marks in CIE). The potential and skill need to be utilized for the betterment of the student. Whereas, the slow learners are mostly lag behind in their academic pursuit and find it difficult to understand the course. The poor performance in exam may not be a sign of the poor capacity or talent. The academic results may have encountered problem due teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium of instructions. To provide a better learning exposure to both segments of learners the concept of fast and slow learners is introduced.

3.0 Objectives:

1. To involve modern pedagogical methods and ICT enabled teaching-learning as student centric teaching-learning process
2. To develop significant strategies and scientific implementations to benefit both the advanced and slow learners
3. To encourage to the fast learners to be excellent achievers.
4. To boost up the confidence of slow learners and to minimize the barriers and help them to excel to be a fast learner
5. To enhance the skills in respect of learning processes
6. To minimize the gap between slow learners and fast learners

4.0 Methods of assessment

The students can be assessed to identify their learning levels by different mechanisms. At the entry level, the students must be assessed on the basis of their performance in previous semester exams, preceding examination, interest in chosen current course, involvement in classroom teaching-learning, and learning pace of students. After the identification of the learners, the departments will prepare a schedule and accordingly allot the topics to the faculty members separately for both the category of learners. The students and the teachers must be notified about the schedule and details of remedial classes through notices or slot to be mentioned as tutorial in time-table. Then, the remedial classes should be conducted regularly for the identified slow learners, as per the schedule. During these classes, teachers are expected to provide additional study materials and notes, etc. to the students to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled. In addition, the departments should organize different activity like group discussions, study tours, guest lectures along with interactions with the subject experts, etc.

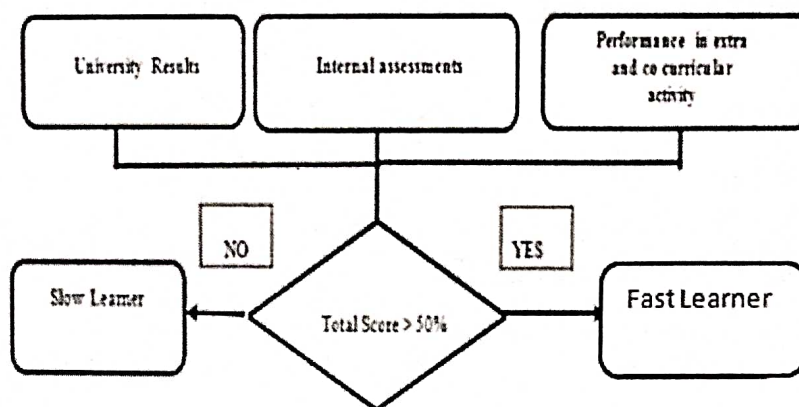


Image: Flowchart

5.0 Activities for Slow Learners

1. Remedial Course for slow learners, absentees and students involved in sports activities. Helps slow learners to improve subject knowledge with the result of compete with their peers.
2. Bilingual explanations and discussions.
3. Group study formation of Slow learners and activities there by under the monitoring by fast learners.
4. Bridge Course for first year students.
5. Personal Counseling.
6. Orientation and Induction Programme at College and departmental level for freshers.
7. Provision of simple and easy notes and course material.
8. To provide need based facilities in departments and library to slow learners.
9. Teacher Guardian Schemes/ Mentor Mentee
10. Arrangement of Guest lectures

6.0 Activities for Fast Learners

1. Support system for fast learners
2. Encouragement to identify and utilize the web learning resources.
3. Motivation to participate in interactive activities like debates, group discussion on and out of the syllabi contents and participation in various cultural, extra-curricular and research competitions in and off college campus
4. To provide need based facility in departments and library to fast learners.
5. Personal Counselling / mentoring as and when the students turn up for the guidance
6. Students encouraged to contribute the creative potential by writing essays, articles and poetry in the College Magazine or News-letter.
7. Arrangement of Guest lectures or workshop.
8. Meritorious students are felicitated every year with cash prizes and certificate.
9. Students enrolled into SWAYAM Courses
10. Motivating students to takeup courses such as Lanquill, Skill lab activity, and make them enroll in clubs like UDAAN, Go-Kart , etc.

7.0 Expected Outcomes:

1. Consistent high academic performance of fast learners in university examinations
2. Enhanced interactions and subject knowledge of fast learners
3. Augmentation in presentations and communications skills of fast learners
4. Confidence development to face the placement drives by the fast learners
5. Enhancement in regularity and involvement in classroom teaching- learning of slow learners.
6. Improvements in university exam results of identified slow learners.
7. Development of better and accurate sense of self with improved confidence.
8. Development and nurturing the deep understating of personal motivation.
9. Enhanced interest in the chosen subjects of slow and fast learners.

8.0 Documents

1. Attendance Sheet similar to CIE attendance sheet
2. Images of conduction of extra classes during tutorial / remedial classes. (Image 2 and Image 3)
3. Documents of students paper presentation/ extra-curricular activities like hobby projects/ multi disciplinary projects for fast learners.
4. Previous Year Question paper and Question bank

9.0 Remedial / Tutorial Classes

In the College, remedial/tutorial classes are conducted for slow learner. In the regular classes, student find difficult to understand the subject, such students are admitted to a remedial/tutorial classes. It focuses on basic concepts, develop better study habits (i.e. preparing notes, etc.) and to develop confidence in the students for respective subject. Remedial classes' helps to close the gap between what a student knows and what he is expected to know.

There are some students with high learning ability who can grasp quite fast and learn better but there are other students who needs frequent guidance and support. To make pace with the fast learner, college has conducted remedial classes on regular basis for slow learner. Apart from remedial and regular classes, teacher arranges extra classes on request of either students (slow learner or fast learner) or mentor.

10.0 Bridge Course

Most of the Students admitted in are not so advance in some subject due to lack of facility or awareness. Some students are unknown to new subject such Dip-Maths as they do not have previous background. To boost up their academic skill and confidence of such students in learning process, all the departments of the college conduct the bridge course for first year students before the commencement of regular classes every year. The purpose of bridge course conduction not only to bridge the gap between subjects studied previously and the subject would be studying in first year but also clear and revise the fundamental concept of topic whether it is belong to the previous course or new course.

It is seen that, bridge course is beneficial for both students and faculties. As in teaching learning process, student can easily grasp the advance topic in regular classes and it is convenient to faculty to teach the advance topic.



11.0 Methodology to Implement Bridge Course

Staff meeting is arranged by Principal at the starting of the semester and makes aware about the various academic activities to be conducted in the session by the staff. Bridge course is one of them to be conducted at the starting of session.

As tentative time table is declared in the beginning of session, HOD of each department arranged the meeting with their faculty members and determines the strategy of bridge course implementation.

1. Bridge course are conducted normally at the commencement of semesters to bridge the gap and conceal the basic concepts..
2. HOD of each department distributes the workload among their faculty members.
3. During the bridge course, each faculty identifies the strength, weakness, learning level and area of interest of students.
4. Faculty revises the fundamental concepts of all key subjects taught at under-graduation.
5. Bridge course are also conducted for those students who take late admission by conducting the extra class and students who completed the bridge classes are also allowed to this class.

Appendix

GUIDANCE AND COUNSELING

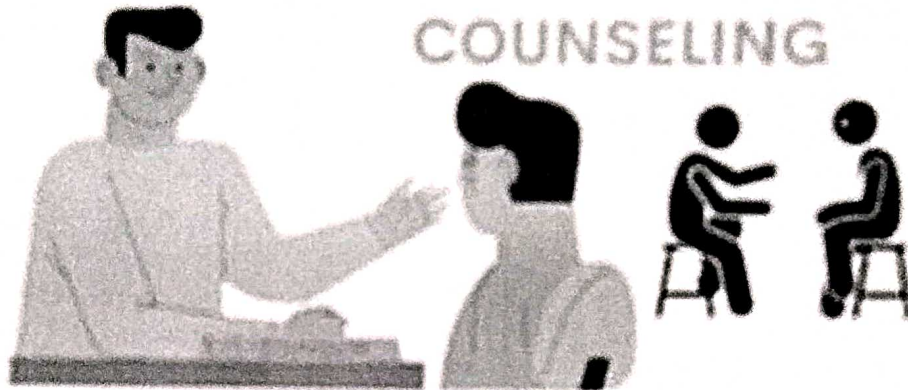


Image 1 Personal Counseling



Image 2 Participating in the Entry Level
Test



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(Approved by AICTE, New Delhi & Affiliated to VTU, Belagavi)

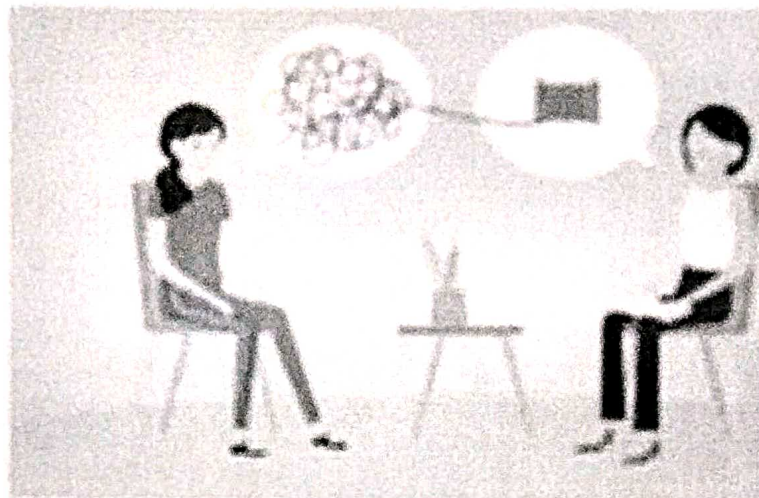


Image 3 Discussion with Fast Learner Students

Date: 18-11-2022

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