



**COER**  
COLLEGE OF **ENGINEERING** ROORKEE  
COER SCHOOL OF **MANAGEMENT**



**PROCESS MANUAL  
FOR SLOW & ADVANCED  
LEARNERS (IDENTIFICATION  
& ACTIVITIES)**

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## **CONTENTS**

<b>S NO</b>	<b>CONTENT</b>	<b>PAGE NO</b>
<b>1.</b>	Introduction	3
<b>2.</b>	Process to identify Slow and Advanced learners	5
<b>2.1</b>	Mentor's Diary	5
<b>2.2</b>	Student Information Form	6
<b>3.</b>	Special Programs Advanced and Slow Learners	7
<b>3.1</b>	Slow Learners	7
<b>3.2</b>	Advanced Learners	9
	Annexure A	
	Annexure B	
	Annexure C	

# 1.INTRODUCTION

College of Engineering Roorkee (COER) admits students through two channels

- (i) as per list provided by the affiliating University on the basis of centrally conducted counseling, and
- (ii) direct admissions to College based on merit in qualifying examination

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

- (i) The Institute 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 orientation Director/ Dean (Academics) interacts with the parents and the student to assess their need and aspirations.
- (ii) Once the admission process is over, an orientation program is planned for the newly admitted students. It includes several induction programs such as; Yoga, Meditation, Music, Physical training, Communication Skills, Personality Development and Time Management, Art and Culture etc
- (iii) All faculty members have in their teaching time tables a slot of one hour per week reserve for students to approach them in their cabins to discuss difficulties in respective subjects
- (iv) A 'Hostel Library' is created in each hostel where a selection of books frequently used by the students, are available for overnight issue.
- (v) A 'Study Room' is created in each hostel with appropriate study tables for the students to study
- (vi) a new initiative of inviting parents twice in a semester, pato interact with concerned faculty advisors and subject teachers to

learn about the progress of their wards including performance in the two test series.

- (vii) In each class the most regular student, in terms of attendance, is felicitated in the class room by the Director General and Dean Academics.

COER has very old tradition of maintaining mentor-mentee relationship. Each section is divided into two batches so that a ratio maximum of 1:30 is maintained between the mentee and the mentor. The mentor, herewith called faculty advisor has to maintain a Mentor's Diary (Annexure A), 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 course.

On the basis of their preceding exam performance, current subject performance and class observation, learning speed students are classified in two groups; advanced learners and slow learners. Each type of students 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.

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.

## 2.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
1	<b>Problem Solving Skills:</b>	
	• Class Tests	20%
	• Assignments	25%
	• University Exams	30%
	• Quizzes	20%
2	<b>Other parameters:</b>	
	• Ability to answer the questions in class	5%
	• General awareness	
• Attentiveness		

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

- If performance score < 50%; Slow Learners
- If performance score > 75%; Advanced Learners
- Between 50 to 75 %, there is a wide band of students who do need special attention.

All the above details are provided by the concerned subject teachers to the concerned faculty advisor. These details are maintained in the Mentors Diary.

### 2.1 Mentor's Diary:

Every faculty advisor in COER maintains a Mentor's diary (Annexure A). The mentor's diary consists of record of the students of a particular batch assigned under the faculty advisor.

Following records are to be maintained in mentor's diary:

1. Student Detail form (Annexure B)
2. Marks Assessment (Sessionals, University Exams, Class tests)
3. Assessment learning level of students as per the process as shown in

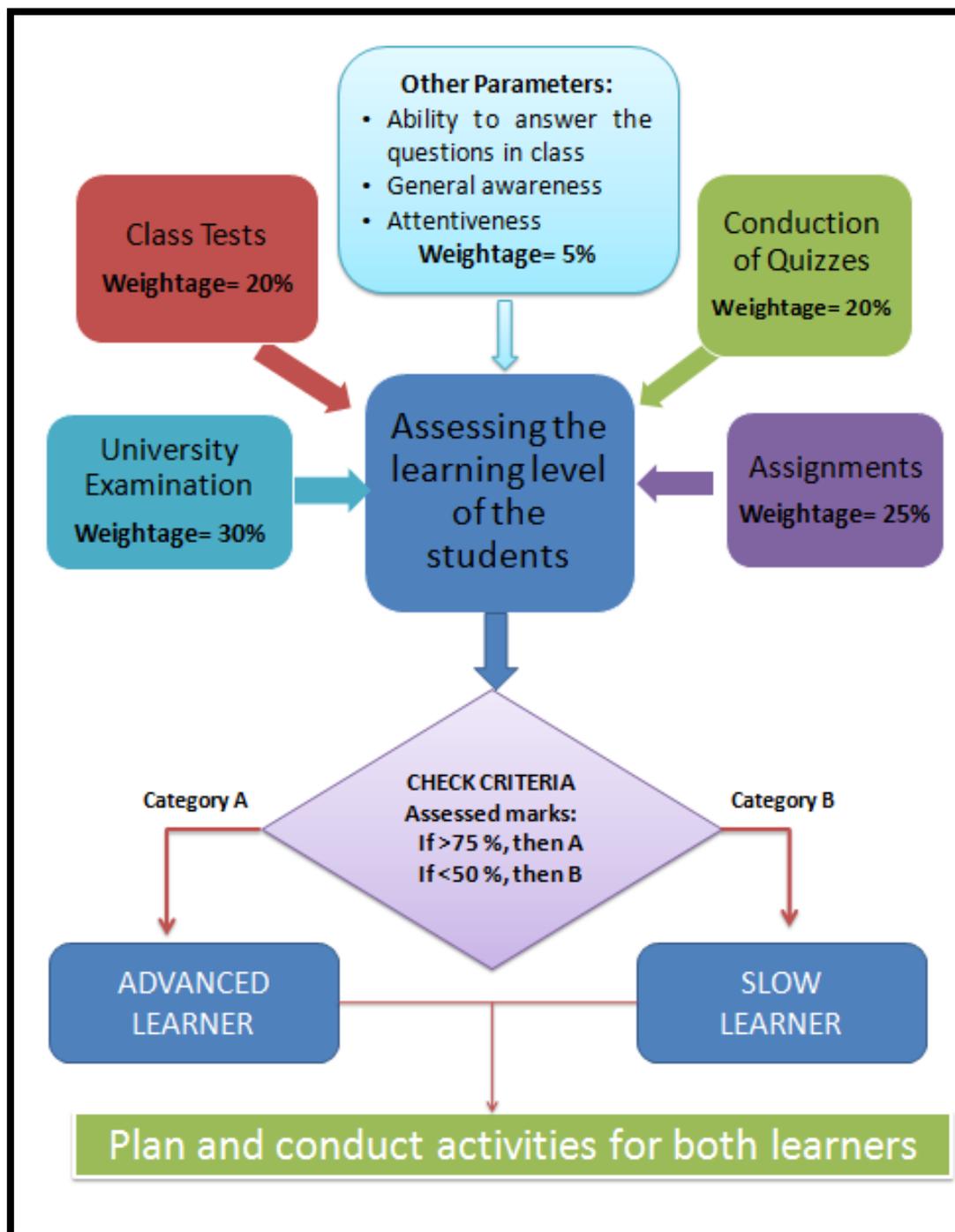
figure1.

4. List of slow and advanced learners of their batch.
5. Remedial measures taken and details (circulars and notices)
6. Marks Assessment (Sessionals, University Exams, Class tests)
7. Assessment learning level of students as per the process as shown in figure1.
8. List of slow and advanced learners of their batch.
9. Remedial measures taken and details (circulars and notices) regarding conduction of remedial classes.
10. Post remedial measures assessment of the students.
11. Records of activities for both types of learners

## **2.2 Student Information Form**

All faculty advisor are required to maintain to the student detail of each and every student of their respective batches in the student information form as attached as Annexure B. This record is helpful in maintaining the student data and his/her personal information and to connect faculty advisor to parents/guardians.

The students are also required to fill one Google form (Screenshot: Annexure C) in each semester in which details regarding their marks in each semester, any medical history, and suggestions (for improvement in campus and others) are taken.



**Figure 1:** Process to identify slow and advanced learners

## 3.SPECIAL PROGRAMS ADVANCED AND SLOW LEARNERS

### 3.1 SLOW LEARNERS

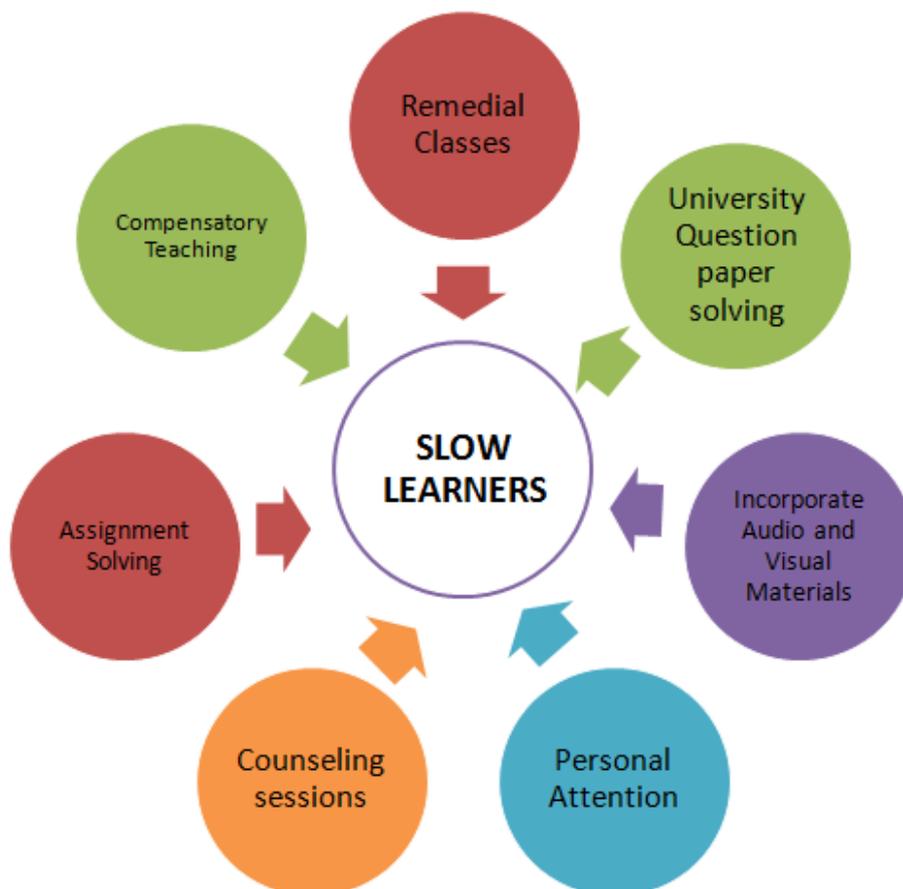
If the performance score of the student is below 50% then the student is considered as slow learners. Faculty advisors continuously takes care and monitors the performance of slow learners and do periodic interaction with parents about the performance of slow learners. They also interact frequently to 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 5 years
- **Counseling sessions:** Assist students in their weak areas of performance and suggest improvements
- **Personal attention:** Providing special attention non-academic parameters such as Communication Skill, Public Speaking Fear, Indecisiveness Regarding the 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 students requisition 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, which is well showcase of the mentoring process of the faculty advisors is also well documented.



**Figure 2:** Activities for Slow learners

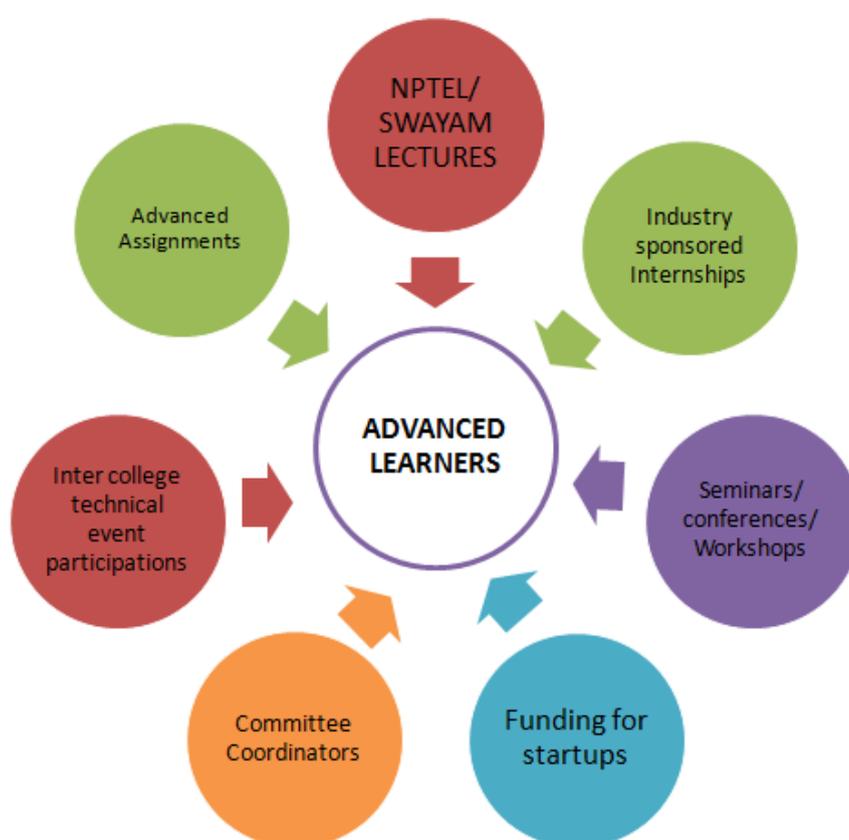
### **3.2 ADVANCED LEARNERS:**

If the performance score of the student is above 75% in a semester 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 followed:

- Advanced assignments or tasks are assigned to advanced learners
- Encouragement to complete NPTEL/SWAYAM/Advanced courses
- Encouragement Participation in Seminars/Conferences/Technical Events
- Assignment based on Model making/building

- Industrial visits and industry sponsored internships
- Platform providing through MoU's with various reputed Industries/Research institute.
- Advanced learners are selected to be the committee coordinators of different technical as well as cultural committees.
- Encouraged to participate in national technical contests.
- Encouraged to become member of professional bodies and organize technical events given research oriented micro projects from 2nd year onwards
- Assistance provided in securing good internship opportunities



**Figure 2:** Activities for Slow learners

After all activities are completed the faculty advisor 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.

## Mentors Diary

**Report on Students by Mentor**

- 1 **Name:** \_\_\_\_\_ **Mobile Number:** \_\_\_\_\_
- 2 **COER ID:** \_\_\_\_\_ **Hostler/Day Scholar:** \_\_\_\_\_
- 3 **Father name:** \_\_\_\_\_ **Mobile Number:** \_\_\_\_\_
- 4 **Mother name:** \_\_\_\_\_ **Mobile Number:** \_\_\_\_\_
- 5 **Home Address:** \_\_\_\_\_  
\_\_\_\_\_
- 6 **Local Guardian Details with Address:** \_\_\_\_\_  
\_\_\_\_\_
- 7 **Hostel Address:** \_\_\_\_\_ **Hostel Warden:** \_\_\_\_\_
- 8 **Brother and Sister Detailed Qualification and Job Profile:** \_\_\_\_\_  
\_\_\_\_\_
- 9 **Name of the School:** \_\_\_\_\_
- 10 **Percentage of Marks:** \_\_\_\_\_
- 11 **Any Additional Information:** \_\_\_\_\_
- 12 **Hobbies:** \_\_\_\_\_
- 13 **Sports Achievement:** \_\_\_\_\_
- 14 **Health Condition:** \_\_\_\_\_
- 15 **Blood Group:** \_\_\_\_\_
- 16 **Sensitive to Any drug:** \_\_\_\_\_
- 17 **Email Id** \_\_\_\_\_

**Screenshots of the Google form for gathering student information**