Babu Banarasi Das Institute of Technology & Management, Lucknow

Proposal for Improving Academic Performance of Weak Students

Identification Criteria for Weak Students

1. The Institute recognizes that students who are varying learning skills and strives to be as inclusive as possible in its teaching-learning processes. Institute are working for slow and weak learner to improve their learning levels.
2. For 1st year; the students who have secured less than 65% aggregate marks or PCM less than 60% or having less than 60% marks in mathematics subject or year back students will be considered 'weak students'. However, if timely steps are taken right at the beginning, then the worst performance of such students can be avoided to large extent.
3. There should be Institute counseling cell headed by a senior professor. Couns
will monitor progress of weak students and mentorship.
4. At the start of the new academic session, the academic section of the insti
provide information in the format I, about the probable weak students among the new entrants, based on their marks/ rank in the entrance test, or on the basis of marks percent in the qualifying marks.
5. Course coordinator should be appointed for every thirty students. Since the course coordinator is in a better position to identify weak students; therefore, the course coordinator should identify weak students on the basis of class attendance, class performance, ability of the student to solve assignment and tutorial problems, and performance in class tests.
6. After 1st sessional test again progress of the weak student should be monitored as per format- II. A meeting should be convened, and reasons must be discussed with HOD in presence of counseling head.

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7. The minutes of meeting should be communicated to Director. The Faculty Counselors appointed in the Institute Counseling Cell can also obtain meaningful information (as stated above) about the weak students through batch-wise appointed Students' counselors.
8. Step no. 4 should be repeated after 2nd sessional test as well.
9. Identification of Weak Students For 2nd year onwards, the identification of weak students will be on the basis of their 1st year result, report of the In-charge 1st year.
10. Step 4th and 5th should be repeated for continuous assessment of the progress of weak students.
11. For weak students, regular classes should be conducted on weekend. They should be properly counseled. Their attendance should be closely monitored and informed to them.

Improvement in Classroom Teaching Learning Practices

1. Facilitator has to ask the students what they know before starting any topic that gradually increase their knowledge and confidence.
2. Teaching weaker student with familiar material before going on to a new or challenging topic.
3. Importance of each topic to be explained by the faculty to weaker student and how it relates to the 'real world,' industry, and so on.
4. At the time of explaining any difficult idea use of real-life examples.
5. To balance theory and practice, allocation of more time to lab work, projects, industry visits, internships, and apprenticeships.
6. For weaker students use of media other than chalk and board, overhead projectors, and PowerPoint - classrooms may be outfitted with charts, models, projectors, and movies to make education more visual and tactile.

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Increasing Slow Learner and Weak Student Participation in the Classroom.

1. Slow learners' participation in the classroom must be encouraged because it engages students more, builds their confidence, and helps clear their doubts.
2. Facilitator has to ask the questions at the beginning of each class about the previous lesson, thereby helping them to revise the earlier material and providing continuity.
3. Faculty of a department can get together to design the learning objectives of individual subjects and the overall curriculum. If students are told the necessary learning outcomes in advance, they have a goal to work towards.
4. Students and faculty feel that time in labs needs to be increased, more project and group work done, and more practical exposure gained. This is not only helpful but essential for weak students

Improving Teacher Effectiveness

1. Domain knowledge that is both robust and current.
2. Regular faculty seminars on new themes (which may include older students); library corners with collections of recent journal articles, books, textbooks, and other materials; and seminars and workshops arranged in collaboration with other colleges are are some ideas.
3. Industry interactions on campus and joint industry-institute projects can reach more faculty and include students as well. There is considerable scope to innovate and develop broader-based activities that constantly encourage and help faculty (both the young and more senior) to update themselves.
4. Improvement in facilitator behavior toward students (especially weak ones) helps in declining shortcomings.
5. Training in pedagogy must be designed to deal with weak students. For example, the methods most sought by weak students are 'interactive methods'
6. Faculty Appraisal marks can be given for a teacher's participation in a range of activities such as: Improving students' examination scores or ensuring 'no failures', E-enabling courses by making materials, manuals, questions and answers available to students,

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Helping to improve the library, labs or other teaching facilities, Helping students to get internships and placement, Helping to make their department a team of facilitators, Teaching new courses, Participating in peer teaching (where faculty give feedback on the teaching style of their peers), Using training opportunities provided to them, Improving their qualifications, Going to rural high schools and inviting students to the campus to interest them in applying and Filing for patents.

Improvement Through Placement Cell

1. The "Training, Counseling, and Placement Cell" is an essential idea. Students argue that it should be more participatory, with an active placement officer, "trained friendly counsellors," other instructors, fellow students, even alumni and industry representatives give them advice on future careers.
2. A database of current and former students would aid them in making relationships not just with prospective employers, but also with those who have taken up careers in specific industries, firms, or places.
3. Job placements for slow learners who are innovative: in at least the third and fourth years, organise industrial visits that might lead to a job, obtaining guest lecturers; summer internships making a significant effect in student learning and attitudes.

But it should be kept in mind that in any way they should not feel discriminated. They should be identified as slow learners and should not be made target by other students. Hence role of class counseling is of utmost importance.



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FORM W-1

Sl. No.	Roll No.	Name	Branch & Year	Category	10+2 Marks aggregate (%)	PCM (%)	Math's marks	Year back	Remarks

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FORM *W-2/3*

Branch: Year:

Sem./Section:

S. No.	Roll No	Name	No. of COP (if any)	Class Attendance *(max.)		Performance in 1st/2nd sessional test**	Ability to Solve tutorial problems***	Performance ****	Remarks
				%	Grade				

* & ** Below 30% (Poor/Below average) , Between 30%-60% (Average), Between 60-75% (Above average), Above 75% (Good) Put 'BA', 'A', 'AA',G

*** Poor (Below average)/Average/Satisfactory/Good put 'BA', 'A', 'S', 'G'

**** Improved /Not Improved (I/NI)

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FORM *W- 4*

Branch: Year:

Sem./Section:

S. No.	Roll No	Name	Class Attendance *(max.)		Performance in Pre Univ. Test **	Ability to solve tutorial problems ***	Performance ****	Int. marks (50)	Ext. marks (100)	Total marks (150)	Performance	Remarks
			%	Grade								
1	101	ABC			58		I	32	42	74	I	

* & ** Below 30% (Poor/Below average) , Between 30%-60% (Average), Between 60-75% (Above average), Above 75% (Good) Put 'BA', 'A', 'AA',G

*** Poor (Below average)/Average/Satisfactory/Good put 'BA', 'A', 'S', 'G'

**** Improved /Not Improved (I/NI)

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FORM *W- 5*

Branch: Year:

Sem./Section:

S. No.	Roll No	Name	Status up to			Int. marks (50)	Ext. marks (100)	Total marks (150)	Status after end semester exam %	Performance	Remarks
			CT 1	CT 2	PUT						
1	101	ABC	W	W	W	38	65	103	68	I	

W: Weak

**** Improved /Not Improved (I/NI)

Result Analysis:

Total no. of students:

No. of weak students up to PUT:

<30% :

≥30% to <40% :

≥40% to <60% :

≥60% to <75% :

≥75% :

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