Criterion 2.2: Catering to Student Diversity

Name of the Department:

Slow- Fast Learners Activities	Remarks

Identification of slow-fast learners
For humanities:
    Students below 50% (Slow Learners)
    Students above 60% (Fast Learners)
For Science:
    Students below 50% (Slow Learners)
    Students above 70% (Fast Learners)
	
	Give numbers
	Give numbers
	
	Give numbers
	Give number

Action taken for slow learners	
Methods to promote fast learners	

Name of the Department: Department of Applied Electronics

Faculty of Science and Technology

Academic year: Academic year: 2015-16

Slow- Fast Learners Activities	Remarks
Students below 50% (Slow Learners)	06
Students above 70% (Fast Learners)	10
Action taken for slow learners	Slow learners were identified and separated from rest of the students of a class. For these slow learners, **special Remedial coaching** had been organized in the department. In addition, such students were encouraged to interact during class. All teachers of the department were very supportive towards them. Teachers used more flexible visual instructional presentations of their scheduled lectures in classrooms for more lucid explanation of topics.Presentation contained very basic as well as advance information. While teaching using PowerPoint slides, Teachers emphasized basic and fundamental contents in order to facilitate slow learners. Skills with respect tonote-taking, outlining, and listeningwere taught to such students. Basic

	study material for courses was provided to them with a view to help them in better learning and understanding.
	Teachers encouragedinterested slow learners to participate in extra-curricular activities. In this way, their confidence was built.
	Necessary books were provided to them through the departmental library in addition to the books borrowed from the central university library.
	In order to assess their performance, Offline objective tests were conducted.
Methods to promote fast learners	Additional state-of-the art study material (which was not part of the syllabi)was provided to them for every course for additional reading and study. Teachers of the department cleared their doubts, if any, by counselling them. They were encouraged to work as group leader for the project batches formed during the third and fourth semester of M. Sc. Applied Electronics programme. They were given opportunities to share their ideas in class. They were encouraged to approach problems in smarter ways, such as thinking out-of-the-box.
	Advance reference books were provided to them through the departmental library in addition to the books borrowed from the central university library. Additional e-books (softcopies in pdf format) for courses were also made available to the students.
	Available MIT OpenCourseWares and NPTEL courses in relation to the courses offered by M. Sc. Applied Electronics program were provided to the fast learners as additional study material. Offline descriptive tests were conducted along with viva-voce.

Name of the Department: Department of Applied Electronics

Faculty of Science and Technology

Academic year: Academic year: 2016-17

Slow- Fast Learners Activities	Remarks
Students below 50% (Slow Learners)	27
Students above 70% (Fast Learners)	06
Action taken for slow learners	Slow learners were identified and separated from rest of the students of a class. For these slow learners, **special Remedial coaching** had been organized in the department. In addition, such students were encouraged to interact during class. All teachers of the department were very supportive towards them. Teachers used more flexible visual instructional presentations of their scheduled lectures in classrooms for more lucid explanation of topics. Presentation contained very basic as well as advance information. While teaching using PowerPoint slides, Teachers emphasized basic and fundamental contents in order to facilitate slow learners. Skills with respect to note-taking, outlining, and listeningwere taught to such students. Basic study material for courses was provided to them with a view to help them in better learning and understanding. Teachers encouraged interested slow learners to participate in extra-curricular activities. In this way, their confidence was built. Necessary books were provided to them through the departmental library in addition to the books borrowed from the central university library. In order to assess their performance, Offline objective tests were conducted.
Methods to promote fast learners	Additional state-of-the art study material (which was not part of the syllabi) was provided to them for every course for additional reading and study. Teachers of the department cleared their doubts, if any, by counselling them. They were encouraged to work as group leader for the project batches formed during the third and fourth semester of M. Sc. Applied Electronics programme. They were given opportunities to share their ideas in class. They were encouraged to approach problems in smarter ways, such as

	thinking out-of-the-box.
	Advance reference books were provided to them through the departmental library in addition to the books borrowed from the central university library. Additional e-books (softcopies in pdf format) for courses were also made available to the students.
	Available MIT OpenCourseWares and NPTEL courses in relation to the courses offered by M. Sc. Applied Electronics program were provided to the fast learners as additional study material.

Name of the Department: Department of Applied Electronics

Faculty of Science and Technology

Academic year: Academic year: 2017-18

Slow- Fast Learners Activities	Remarks
Students below 50% (Slow Learners)	06
Students above 70% (Fast Learners)	08
Action taken for slow learners	Slow learners were identified and separated from rest of the students of a class. For these slow learners, **special Remedial coaching** had been organized in the department. In addition, such students were encouraged to interact during class. All teachers of the department were very supportive towards them. Teachers used more flexible visual instructional presentations of their scheduled lectures in classrooms for more lucid explanation of topics. Presentation contained very basic as well as advance information. While teaching using PowerPoint slides, Teachers emphasized basic and fundamental contents in order to facilitate slow learners. Skills with respect to note-taking, outlining, and listeningwere taught to such students. Basic study material for courses was provided to them with a view to help them in better learning and understanding. Teachers encouraged interested slow learners to participate in extra-curricular activities. In this way, their confidence was built. Necessary books were provided to them through the departmental library in addition to the books borrowed from the central university library. In order to assess their performance, Offline objective tests were conducted.
Methods to promote fast learners	Additional state-of-the art study material (which was not part of the syllabi) was provided to them for every course for additional reading and study. Teachers of the department cleared their doubts, if any, by counselling them. They were encouraged to work as group leader for the

	project batches formed during the third and fourth semester of M. Sc. Applied Electronics programme. They were given opportunities to share their ideas in class. They were encouraged to approach problems in smarter ways, such as thinking out-of-the-box. Advance reference books were provided to them through the departmental library in addition to the books borrowed from the central university library. Additional e-books (softcopies in pdf format) for courses were also made available to the students. Available MIT OpenCourseWares and NPTEL courses in relation to the courses offered by M. Sc. Applied Electronics program were provided to the fast learners as additional study material.

Name of the Department: Department of Applied Electronics

Faculty of Science and Technology

Academic year: Academic year: 2018-19

Slow- Fast Learners Activities	Remarks
Students below 50% (Slow Learners)	13
Students above 70% (Fast Learners)	11
Action taken for slow learners	Slow learners were identified and separated from rest of the students of a class. For these slow learners, **special Remedial coaching** had been organized in the department. In addition, such students were encouraged to interact during class. All teachers of the department were very supportive towards them. Teachers used more flexible visual instructional presentations of their scheduled lectures in classrooms for more lucid explanation of topics. Presentation contained very basic as well as advance information. While teaching using PowerPoint slides, Teachers emphasized basic and fundamental contents in order to facilitate slow learners. Skills with respect to note-taking, outlining, and listeningwere taught to such students. Basic study material for courses was provided to them with a view to help them in better learning and understanding. Teachers encouraged interested slow learners to participate in extra-curricular activities. In this way, their confidence was built. Necessary books were provided to them through the departmental library in addition to the books borrowed from the central university library. In order to assess their performance, Offline objective tests were conducted.
Methods to promote fast learners	Additional state-of-the art study material (which was not part of the syllabi) was provided to them for every course for additional reading and study. Teachers of the department cleared their

	doubts, if any, by counselling them. They were encouraged to work as group leader for the project batches formed during the third and fourth semester of M. Sc. Applied Electronics programme. They were given opportunities to share their ideas in class. They were encouraged to approach problems in smarter ways, such as thinking out-of-the-box.
	Advance reference books were provided to them through the departmental library in addition to the books borrowed from the central university library. Additional e-books (softcopies in pdf format) for courses were also made available to the students.
	Available MIT OpenCourseWares and NPTEL courses in relation to the courses offered by M. Sc. Applied Electronics program were provided to the fast learners as additional study material.

Name of the Department: Department of Applied Electronics

Faculty of Science and Technology

Academic year: Academic year: 2019-20

Slow- Fast Learners Activities	Remarks
Students below 50% (Slow Learners)	10
Students above 70% (Fast Learners)	09
Action taken for slow learners	Slow learners were identified and separated from rest of the students of a class. For these slow learners, **special Remedial coaching** had been organized in the department. In addition, such students were encouraged to interact during class. All teachers of the department were very supportive towards them. Teachers used more flexible visual instructional presentations of their scheduled lectures in classrooms for more lucid explanation of topics. Presentation contained very basic as well as advance information. While teaching using PowerPoint slides, Teachers emphasized basic and fundamental contents in order to facilitate slow learners. Skills with respect to note-taking, outlining, and listeningwere taught to such students. Basic study material for courses was provided to them with a view to help them in better learning and understanding. Teachers encouraged interested slow learners to participate in extra-curricular activities. In this way, their confidence was built. Necessary books were provided to them through the departmental library in addition to the books borrowed from the central university library. In order to assess their performance, Offline objective tests were conducted.
Methods to promote fast learners	Additional state-of-the art study material (which was not part of the syllabi) was provided to them for every course for additional reading and study. Teachers of the department cleared their

	doubts, if any, by counselling them. They were encouraged to work as group leader for the project batches formed during the third and fourth semester of M. Sc. Applied Electronics programme. They were given opportunities to share their ideas in class. They were encouraged to approach problems in smarter ways, such as thinking out-of-the-box. Advance reference books were provided to them through the departmental library in addition to the books borrowed from the central university library. Additional e-books (softcopies in pdf format) for courses were also made available to the students. Available MIT OpenCourseWares and NPTEL courses in relation to the courses offered by M. Sc. Applied Electronics program were provided to the fast learners as additional study material.

*Please maintain records for activities like screening of slow and fast learners, remedial/ special classes, monthly test, viva-voce, assignments, seminars,quiz etc.

*Year wise information to be given in above format for last five years