

ATHAVALLE COLLEGE OF SOCIAL WORK

Station Road BHANDARA- 441904 (M.S.) Phone:(07184)254511

(Recognized by Govt. of Maharashtra & Affiliated to R.T.M. Nagpur University,
Approved by U.G.C. Section 2F, New Delhi, NAAC Accredited Grade 'A')

Ref.No.: ACSW/B/ IQAC-24-25

Dt. :28-02-2025

The institution assesses the learning levels of the students, after admission and organizes special programs for fast learners and slow learners.

The institute assesses the learning levels of student on the basis of result / marks of student at the preceding university examination. Based on the analysis the students who scored marks below 40 are identified as slow learner and 40 and above 40 are identified as advanced learners.

Strategies adopted for Slow Learners :

The institute has been following the induction program jointly for all of the admitted students. But during the induction program specific emphasis is laid on identifying slow learners by the way of motivating them for actively participating into the various programs.

Having clearly identified the slow learners, the institute goes ahead with remedial classes organized by subject teachers specifically for slow learners, clarifying doubts and re-explanation of crucial topics for improving performance.

Therefore, as an in charge of Department I have a responsibility those students enter into the main stream of education. I have given a special attention, to provide remedial teaching. But during the induction program specific emphasis is laid on identifying slow learner by the way of motivating them for actively participating into the various programs.

Strategies adopted for Advanced Learners:

With a view point to boost up the already possessed talent of the advanced learners the institute takes up number of initiatives like offering leadership roles in a number of programs organized within or outside by the institute independently or in association with outside agencies. Apart from this, seminars, guest lectures, aptitude and communication skills, group discussions improvement programs are conducted time to time at the institute.



Officiating Principal

Athavale College of Social Work, Bhandara



ATHAWALE COLLEGE OF SOCIAL WORK

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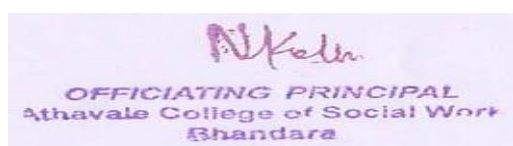
Approved by U.G.C. Section 2F, New Delhi)

SLOW LEARNER & ADVANCE LEARNER.

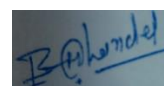
STUDENTS :- M.S.W.3 & 4th Sem. Group: - C. (Community Development.)

2023-24

Sr.No	Students	Fast Learner	Slow Learner
01	Achal Ashokkumar Shende.	Achal Ashokkumar Shende.	
02	Kalyani O. Khobragade.		Kalyani O. Khobragade.
03	Komal Gpoichand Rakhade	Komal Gpoichand Rakhade	
04	Monali Haridas Rakhade		Monali Haridas Rakhade
05	Neha Raju Meshram		Neha Raju Meshram
06	Pragati Rajaram Mandhalkar	Pragati Rajaram Mandhalkar	
07	Priti Udaram Bhoyar	Priti Udaram Bhoyar	
08	Punam Dilip Channe	Punam Dilip Channe	
09	Rohit Sunil Dhargave		Rohit Sunil Dhargave
10	Shital Kailash Bankar	Shital Kailash Bankar	
11	Shivnandan R. Kshirsager	Shivnandan R. Kshirsager	
12	Tejshwini Deodas Mohature	Tejshwini Deodas Mohature	
13	Vikas Kunjilal Shahare.	Vikas Kunjilal Shahare.	



OFFICIATING PRINCIPAL
Athawale College of Social Work
Bhandara



In-charge

Dr. Ravi Chandel

Community Development Department ACSW Bhandara



SLOW LEARNER & ADVANCE LEARNER.

STUDENTS: - M.S.W.3 & 4th Sem. Group: - C.

(Community Development.)

Summary Report: - 2023 – 24

The institute assesses the learning level of student on the basis of results/marks of student at the preceding university examination. In the academic Session 2023-24 Community Development Specialization as a head I found that there are 13 students enroll in academic session. During the session 09 students found in fast learner in teaching learning process like Orientation Program me, Agency visit, Placement, Education Study Tour. And ,04 students are not so much interested in teaching learning process,

M.S.W.3rd Sem.: - 1) Perspective of Rural & Urban Community Development.

2)Issues & Challenges of Tribal Community.

M.S.W.4th Sem.: - 1) Rural & Urban Community Governance & Development.

2) Tribal Community Governance & Development.

Strategies adopted for Slow Learner: -

Therefore as a in charge of Department I have an responsibility those student enter into the main stream of education. I have given a special attention, to provide remedial teaching. The institute has been following the induction program jointly for all of the admitted students. But during the induction program specific emphasis is laid on identifying slow learner by the way of motivating them for actively participating into the various programs.

Strategies adopted for Advanced Learner :-

With a view point to boost up the already possessed talent of the advanced learner the institute takes up number of initiatives like offering leadership roles in a number of programs organized within or outside by the institute independently or in association with outside agencies. Apart from this, seminars, guest lectures, aptitude & communication skill, group discussions improvement programs are conducted time to time at the institute.

In-charge

Dr. Ravi Chandel

Community Development Department ACSW Bhandara

Athawale College Of Social Work Bhandara

REPORT ON ENGLISH LANGUAGE SKILLS ASSESSMENT FOR SLOW AND ADVANCED LEARNER

SESSION 2023-2024

Dr. Madhukar Nikam
Associate professor in English

Introduction:

This report aims to assess the English language skills of students in the Bachelor of Social Work (BSW) program across different proficiency levels. The evaluation is based on the prescribed syllabus for BSW , covering aspects such as reading, writing, grammar, vocabulary, and conversational skills.

Time frame one hour a week, to individual or in a group

Methodology: Assessment Criteria:

At the entry level of the course, the BSW English Teacher conducted an assessment considering the following criteria: Reading and Comprehension: Ability to understand and analyze prescribed lessons and poems. Writing Skills: Proficiency in précis writing, essay writing, letter writing, and report writing. Grammar and Vocabulary: Competency in parts of speech, tenses, synonyms, transformation of sentences, articles, and one-word substitution. Conversational Skills: Performance in viva-voce sessions and assignments related to conversational skills.

Based On The Above Assessment Trace The Following Student, From BSW

Learner Categories: Slow Learners:

Defined as students who exhibit a slower pace of learning and may require additional support.

ASHWEENEE MAHADEV WANJAREE	F
VIKKEE CHANDRASHEKHER RANGARI	M
SWATI MAHADEO UKEY	F
SWATI YOGRAJ ASOLE	F
PALLAVI DIGAMBAR RAHANGDALE	F
KHUSHBU SUDAM MADANKAR	F
ANJANEYA RAVINDRA SELOKAR (ENG)	M
ASHVINI DUDHARAM MASRAM	F
PRAGATI ARUN MANDARI	F

YOGITABAI JAYSING WARKHADE	F
ARATI SHRIKRUSHNA SONEWANE	F
DIKSHA BRIJLAL CHARJE	F

Advanced Learners:

Identified as students who demonstrate a higher level of proficiency and a quicker grasp of concepts.

NEHA NARESH RAUT	F
ASHWINI NAMDEO PURAM	F
GIRISH BHASHKAR KAMATHE	M
KOMAL HEMARAJ UIKEY	F
PRADIP ANANDRAO DARRO	M
PRATIKSHA SUBHASH MATE	F
RESHMA GOPICHAND UKYTOYNE	F
HASINA AVINASH GAWAL	F
KARISHAMA BHARAT WALTHARE	F

Performance Analysis: Slow Learners: Reading and Comprehension:

Strengths: Show improvement in understanding prescribed lessons, albeit at a slower pace. Demonstrate enhanced comprehension through guided discussions. Areas for Improvement: Struggle with interpreting complex poems. Need more focused attention on deciphering literary devices Writing Skills:

Strengths: Show improvement in précis writing.

Display basic essay writing skills. Areas for Improvement: Struggle with constructing well-structured essays. Need additional support in report and letter writing. Grammar and Vocabulary:

Strengths: Demonstrate progress in identifying parts of speech. Show improvement in using synonyms.

Areas for Improvement: Face challenges in applying tenses accurately. Need more practice with the transformation of sentences. Conversational Skills:

Strengths: Exhibit improvement in making introductions and greeting people. Show progress in expressing feelings.

Areas for Improvement: Require more practice in giving and following directions. Need additional support in talking about past events.

Advanced Learners: Reading and Comprehension:

Strengths: Exhibit a strong understanding of prescribed lessons and poems.

Demonstrate critical analysis and interpretation skills.

Areas for Improvement: Minor areas identified in interpreting specific poetic nuances.

Writing Skills:

Strengths: Display advanced skills in précis and essay writing. Show proficiency in report and letter writing.

Areas for Improvement:

Minor areas identified in refining essay structure for higher clarity. Grammar and Vocabulary:

Strengths: Demonstrate a high level of competency in parts of speech and synonyms. Apply tenses accurately and excel in transformation of sentences.

Areas for Improvement: Minor areas identified in expanding vocabulary. Conversational Skills:

Strengths: Excel in making introductions, greeting people, and expressing feelings. Demonstrate strong communication skills in various scenarios.

Areas for Improvement: Minor areas identified in seeking improvement in specific conversational scenarios.

Recommendations:

Slow Learners:

Provide additional support in interpreting complex poetic elements.

Offer focused sessions on constructing well-structured essays.

Introduce targeted exercises for better understanding of tenses.

Conduct more practice sessions in conversational scenarios where they face challenges.

Advanced Learners:

Offer advanced-level reading materials to further enhance critical analysis.

Provide opportunities for refining essay structure for higher clarity.

Introduce advanced-level vocabulary-building exercises.

Encourage participation in challenging conversational scenarios for continuous improvement.

Conclusion:

This report provides insights into the performance of students at different proficiency levels in English language skills. Tailored interventions for slow learners and challenging exercises for advanced learners will ensure holistic development.

Academic session 23-24

Slow Learners & Advanced Learners

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BSW-III sem. 2023-24

Slow and Fast Learners

Sl. No.	Name of the students	Signature
1	Mr. Chandrashekhar Bhagtalwar	Fast learner
2	Ms. Apeksha Belekar	Fast learner
3	Ms. Shital Dhangaye	Fast learner
4	Ms. Priyanka Gangasagar	Fast learner
5	Ms. Ashwini Ghasle	Fast learner
6	Ms. Pooja Chopkar	Fast learner
7	Ms. Jyoti Thote	Fast learner
8	Ms. Sonal Girdkar	Fast learner
9	Ms. Laxmi Harkande	Fast learner
10	Ms. Himanshi Hathzade	Fast learner
11	Ms. Kamini Kasture	Fast learner
12	Ms. Kalyani Nandanwar	Fast learner
13	Ms. Kajal Kosare	Fast learner
14	Mr. Yugal selokar	Fast learner
15	Ms. Shradhha Shendare	Fast learner
16	Ms. Prachi Madame	Fast learner
17	Mr. Purushottam Madavi	Slow learner
18	Mr. Srikant Marai	Slow learner
19	Mr. Vaibhav Mendhe	Slow learner
20	Ms. Rukhma Nagose	Slow learner
21	Mr. Shilpakar Nandeshwar	Slow learner
22	Ms. Manasi Nimaje	Slow learner
23	Mr. Tushar Sindram	Fast learner
24	Ms. Chandani Taram	Fast learner
25	Ms. Pallavi Tekam	Fast learner
26	Ms. Karishma Uikey	Fast learner
27	Ms. Shejal Uprade	Fast learner

28	Mr. Rudra Yelane	Fast learner
29	Ms. Shruti Ramteke	Fast learner
30	Ms. Dikeshwari Kirwar	Fast learner
31	Mr. Gajanan Padoti	Fast learner
32	Ms. Pranali Selokar	Fast learner
33	Mr. Rohit Shivankar	Fast learner
34	Ms. Divya Taram	Slow learner
35	Ms. Mamta Vairagade	Slow learner
36	Ms. Pratibha Vairagade	Slow learner

Dr. Naresh Kolte

Officiating Principal

Dr. Aarti Pawar

Class In-charge

Fast learners and slow learner:

Fast learners are students who demonstrate exceptional abilities or potential in one or more areas beyond what is typically expected for their age group. They often exhibit rapid comprehension and a keen sense of awareness. They are always preparing themselves well in advance for the theory and practice as well. This has been observed during the class by the subject teacher. Taking initiatives in the curricular activities and made submission, presentation on time.

A slow learner describes a student who does not have a learning disability but learns more slowly than other students in his age group. A common presentation for a slow learner is a student whose intelligence is low average or slightly below average. They are not used to preparing themselves well in advance for the theory and practice as well. This has been observed during the class by the subject teacher. Taking rare initiatives in the curricular activities and made submission, presentation beyond schedule.

Remedial Teaching provides extra instructional time and support to slow learners to ensure they grasp the fundamental concepts. For instance, if a student has difficulty with basic math operations, a teacher can allocate additional time for focused practice on addition and subtraction.

Dr. Aarti Pawar

Class In-charge (BSW III/IV Sem.)