ATAL BIHARI VAJPAYEE VISHWAVIDYALAYA BILASPUR (C.G.)

IN FRONT OF POLICE THANA KONI, RATANPUR ROAD, KONI, BILASPUR (C.G.) 495009

Criterion - II

Supporting documents for

Supporting documents for Sub Criterion-2.2.1- This document related to **Catering to Student Diversity**.

The institution assesses the learning levels of the students and organise special Programmes to cater to differential learning needs of the student

क्रमांक : ...../स्था.प्रशा. /2017-18   बिलासपुर, दिनांक: LL\LL\2017

–::अधिसूचना ::–

विश्वविद्यालय के शिक्षण विभाग के समस्त विभागाध्यक्ष द्वारा शिक्षण विभागों में अध्ययनरत छात्रों के सर्वांगीण विकास हेतु अवनत एवं उन्नत (स्लो एवं एडवांस) विद्यार्थियों को चिन्हित करने हेतु एवं विभागीय स्तर पर उनके अनुरूप आवश्यक गतिविधियां किये जाने हेतु समस्त विभागाध्यक्ष द्वारा अनुशंसित पॉलिसी डाक्यूमेंट (प्रारूप संलग्न) माननीय कुलपति महोदय द्वारा शैक्षणिक सत्र 2017–18 से लागू किये जाने हेतु अनुमोदित किया गया है।

संलग्नः– उपरोक्तानुसार

आदेशानुसार

सहा. कुलसचिव

प्रतिलिपिः–

1. कुलपति के निज सहायक को, माननीय कुलपति के सादर सूचनार्थ।
2. समस्त विभागाध्यक्ष, विश्वविद्यालय शिक्षण विभाग को पालनार्थ एवं सूचनार्थ।
3. कार्यालयीन प्रति।

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Policy Document for Slow and Advanced Learners

1. Preamble

In the dynamic realm of teaching and learning, educators encounter a spectrum of student aptitudes. There are those, who swiftly grasp concepts, while others progress more slowly in their understanding. Varied learning needs emerge, with some students requiring gentle guidance and others necessitating rigorous efforts coupled with regular support. This diversity becomes particularly apparent in higher education and graduation pursuits. Recognizing and accommodating these differences is imperative for faculty members to ensure that both slow and advanced learners receive appropriate attention, fostering an inclusive learning environment. At Atal Bihari Vajpayee University, a steadfast commitment is made to uplift the performance of slow learners and provide additional opportunities for advanced learners. The university emphasizes an ethos of improvement and inclusivity, aiming to cater to the diverse learning needs within its academic community.

The guidelines established serve the purpose of identifying both slow and advanced learners across undergraduate (UG) and postgraduate (PG), Certificate and Diploma programs. By delineating supporting activities for each group, these guidelines empower teaching departments to engage in effective mentoring, thereby facilitating and monitoring the academic progress of their mentees. The overarching goal is to create an educational landscape that nurtures every student, irrespective of their learning pace, fostering holistic development and success.

2. Process to identify slow and advanced learners

The process of distinguishing between slow and advanced learners involves a multifaceted approach. Internally, a significant criterion is academic performance, with marks obtained in Internal-1 assessment (If a student has not appeared in the first internal exam then marks of the second internal exam/general observation can be utilized to decide whether the student is slow or advanced). Subject teacher observations contribute an additional 20 marks, providing insights into a student's comprehension and engagement with the material. Furthermore, mentor observations constitute another 15 marks, offering a holistic perspective on a student's learning attitude and habits. This comprehensive evaluation method ensures a thorough examination of both academic and behavioral aspects, allowing educators to identify and differentiate between students who may require additional support and those who excel, facilitating targeted interventions for their varied learning needs. Slow and advanced learners identification are shown in the following tables.

Internal -1 Marks	Subject Teacher Observation	Mentor observation	Total Marks	Decision
15 Marks	20 marks	15 marks	50 Marks	If total marks >25 Then: Student is advanced learner If total marks <=25 Then: Student is slow learner

Verified

Registrar
Atal Bihari Vajpayee Vishwavidyalaya
Bilaspur (C.G.)

3. Objectives

- To assess students' learning capacity and provide tailored guidance.
- To identify slow and advanced learners within the class.
- To develop strategies and scientific implementations benefiting both advanced and slow learners.
- To boost confidence and minimize barriers for slow learners, enhancing their learning skills.
- To encourage advanced learners to excel in their academic achievements.
- To bridge the gap between slow and advanced learners.
- To facilitate peer mentoring programs to promote collaborative learning among students.
- To establish a feedback mechanism to continually refine and improve the effectiveness of guidance measures.

4. Activities to be done for slow learners

- Allocate additional time in the timetable or prepare a separate time table for problem-solving and revision sessions.
- Conduct make-up/extra and demonstration classes.
- Assignment of group or other activities.
- Offer personal attention and counselling to provide special hints and problem-solving techniques.
- Organization of workshops/ guidance program or any other similar.
- Guidance through mentor/mentee scheme.

5. Activities to be done for advanced learners

- Advanced assignments or tasks like participation in Seminars/ Conferences/ Technical/Expert Lecture events
- Engagement in peer tutoring
- Organization of workshop to acquire advanced knowledge.
- Encouragement to join and enrol online course through SWAYAM or as other similar MOOCs platform.

6. Preparation of performance improvement report

Each faculty should prepare report after final result declaration showing improvement in the performance of slow learners to close the loop

7. Roles and Responsibilities of Subject Teacher

The subject teacher is accountable for various aspects related to both slow and advanced learners, encompassing identification and the execution of specific activities, including:

- Conducting class tests
- Evaluating answer sheets and preparing result reports
- Identifying slow and advanced learners
- Creating schedules for extra classes, problem-solving sessions, and revision sessions for slow learners, and maintaining records
- Compiling lists of advanced assignments or task lists for advanced learners
- Generating improvement reports
- Maintaining activity outcome reports for both slow and advanced learners.