



(ESTD.1956)
(NAAC Accredited 'B+')

C.M.DUBEY POST GRADUATE COLLEGE

BILASPUR (C.G.)

(Accredited "B+" by NAAC)

An Affiliated College of Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur(C.G.)

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2.2. Catering to Student Diversity

2.2.1. The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.

In addition to making use of latest innovative teaching-learning tools and techniques, the College recognizes that the learning interest and pace of every student is different. In every academic programme there will be some students who can do really well and learn more with the comprehension capacity, retention ability and hard-working practices. On the other side some students may find disadvantage in their learning process due to various personal or systemic reasons. In both these situations the students need special attention and interventions to make their learning activity more enriching and effective. Hence special plans/strategies are adopted to deliver learner centric teaching-learning.

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Policy for Slow and Advanced Learners

Advanced Learners: The term advanced learner in this policy refers to the students who can engage learning activities faster than the other students in the class and achieve high scores and make significant achievements in their life. They have more potential in their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviors and usually achieve more than most of the classmates. These students can take up higher level learning and academic responsibilities. They can bring some new concepts, strategies, and also can take the leadership in the teaching learning activities.

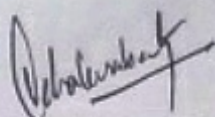
Slow Learners : The slow learners are the poor achievers and lag behind in the academic life. They may fail in exams or will score only poor grades. They find it difficult to understand the lessons and may have difficulties in their comprehension, retention, and integration. They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language.

Methods of assessment : The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations, the performance in the initial stage of the programme including the bridge programme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the College. This level can be set as the benchmark of the student. Subsequently they can be assessed continuously through the internal exams at various stages. The change in the level of the students achievements can also be compared with the previous performance and appropriate interventions can be made.

Assessment of Learning Levels

The assessment of learning levels of admitted students or identification of advanced learners and slow learners is primarily done through:

- ✓ Marks in the qualifying examination.
- ✓ Post admission internal test
- ✓ Analysis of students interaction in classroom.
- ✓ Feedback of mentors
- ✓ Online quiz



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- ✓ Performance in assignments
- ✓ Involvement in practical and lab experiments
- ✓ Problem solving ability in classes
- ✓ Mentors identify academically weak students and work with the faculty to design a plan for these students.

Policy Guidelines for Advanced learners

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations.
2. Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations
3. Helping them to participate in group discussions, quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in workshops/seminars and also to make presentations.
4. Stirring the advanced learners to make creative contributions to the academic as well as to the practical world.
5. They are given special prizes and facilities for making their ideas become visible.
6. The advanced learners are mentored to get higher levels of personality development and stress management trainings.
7. They are encouraged to become the supporters of the average and the slow learners.

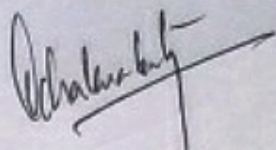
Strategies for Advanced Learners

Advanced learners are given incentives and special care and attention to advance further.

- ✓ They are given guidance to register in various online courses in MOOC, NPTEL and Edx platforms.
- ✓ They are directed to use E-resources in INFLIBNET, N-List, and other E-platforms.
- ✓ Advanced learners participate in national seminars and workshops and encouraged to present papers in these seminars.
- ✓ Advanced learners get into peer teaching.

Policy Guidelines for Slow learners

1. The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected.
2. They should be treated as any other student in the class but they can be provided extra classes for difficult topics for improvement.



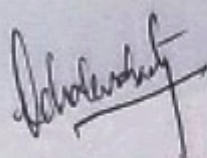
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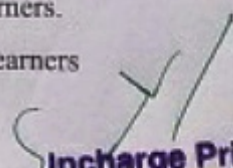
3. The Department and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize bridge classes and remedial programmes for them.
5. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
6. Corrective classes are conducted for the weaker students based on the results of class tests.
7. The students are given training on communication skills, personality development, time management and motivational sessions.
8. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
9. Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
10. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
11. Provision of simple and standard lecture notes/course materials and special preparation for the exams.
12. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
13. Use of Peer education strategies.
14. Encouraging the group learning activities for the slow learners.
15. The support of the alumni is also effectively used to motivate and mentor the slow learners.

Strategies for Slow Learners


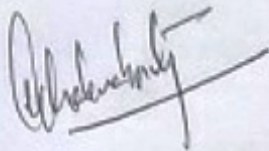
The slow learners are identified in each subject and given special classes by the teachers concerned. The other remedial measures taken by the college are given below.

- ✓ **Remedial classes** are arranged based on the specific needs of students.
- ✓ Through the practice of **peer teaching**, students are taught by students themselves.
- ✓ The teachers take special lessons under the scheme **Bridge Courses** to bridge the knowledge gaps of students with lesser exposure to advanced studies.
- ✓ Faculty prepare and distribute **self-learning materials** that suit the requirements of slow learners.
- ✓ Slow learners are motivated to engage in **various clubs** to increase their involvement in the academic activities of the department.
- ✓ **Group assignments and projects** are given to slow learners.
- ✓ Personal counselling and motivation are given to slow learners




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- ✓ Focused interactions are held with parents to actively involve them in the learning process of their wards.
 - ✓ Financially disadvantaged students are given **financial aid** to purchase **study materials and books**.
 - ✓ Google classrooms are used to supplement classroom learning where daily lessons, weekly quizzes, question banks etc., are uploaded.
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List of Programmes for Advanced and Slow learners

LEARNER LEVEL	NAME OF PROGRAMME	TYPE OF DOCUMENT
SLOW LEARNER	BRIDGING THE GAP FOR ENTRY LEVEL STUDENTS	CIRCULAR FOR BRIDGE COURSE WITH THE LIST OF ATTENDED STUDENTS, OUTCOMES
	REMEDIAL TEACHING	CIRCULAR WITH THE LIST OF ATTENDED STUDENTS, OUTCOMES
	MENTORING	CIRCULAR WITH THE LIST OF ATTENDED STUDENTS, HIGHLIGHTING THE COMMON ISSUES RESOLVED
	BOOK BANK IN LIBRARY	LINK FOR LIST OF BOOKS, ISSUE REGISTER
	PREVIOUS YEAR QUESTION PAPERS	FOR GRADUATION AND POST-GRADUATION
	QUESTION BANK	COLLECTION OF QUESTIONS COMPILED BY VARIOUS DEPARTMENTS
	ACADEMIC DELIVERY	LECTURE NOTES PDF/PPT/VIDEOLECTURES
ADVANCED LEARNER	E- RESOURCES ON SWAYAM, NPTEL/ E-PG PATHSHALA	
	REFERENCE BOOKS	SOME COMMON REFERENCE BOOKS
	TEACHING BEYOND CURRICULUM	LECTURES BY RESOURCE PERSONS, NPTEL AND SWAYAM LECTURES
	PRESENTATION AND SEMINAR	PRESENTATION AND SEMINARS IN THE PG CURRICULUM
	PROVIDING RESOURCES FOR COMPETITION EXAM	
	RESEARCH WRITING IN PROJECTS	FORMAT FOR THE SYNOPSIS FOR WRITING A PROJECT

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