

BARKATULLAH UNIVERSITY BHOPAL

POLICY ON ADVANCED AND SLOW LEARNERS

(A) Introduction

Barkatullah University Bhopal is an academic institution for higher level of knowledge generation and dissemination through effective research and teaching programs. The University offers Under-graduation, Post-Graduation and Research programs to the students in a vibrant environment of academic, cultural, sports and extracurricular activities. Barkatullah University is known as a university for its academic programs that foster active student's participation through applied learning, research and social service. It is a recognized hub for rigorous academic teaching, innovative research and quality publications in journals of international repute. It provides students a vibrant, nationally recognized and socially meaningful experience of knowledge generation and dissemination.

Barkatullah University recognizes the unique capabilities and different learning needs of individuals and its policy is firmly situated in the belief that learning requires an environment that is engaging and supportive so that it enables all students to succeed. Thus with the right impetus every student can develop their creative potential and achieve the objectives of higher education. Barkatullah is committed to the holistic development of students and thus to address the learners diversity it employs appropriate strategies that provide the right amount of support for every student.

Therefore, it is important to identify diverse learning needs of students and to respond to them appropriately to enhance the learning experience of all students in the university. In this regards the university encourages an environment that allows students to explore their interests with systems of academic flexibility, mentoring, experiential learning avenues, industry and work place exposure, continuous evaluation pattern, use of ICT tools, etc.

The induction program, conducted in the beginning of each course, clearly introduces the students to the university systems and its requirements, course curriculum and its outcomes, etc. The course is shared with all and is also available on the website. It has clearly stated outcomes. The university has adopted the CBCS pattern to allow for greater academic flexibility. However since all students do not equally respond to the curriculum nor absorb all that is taught in class we recognize differential learning abilities. While some students may be fast learners other may be average or some may even be slow to absorb the classroom teaching as compared with others in the group. Reading and comprehension skills, verbal ability, abstraction and application abilities along with learning methodologies vary

for different persons. It is our attempt to bring in as much variety in teaching learning process so that the different needs can be addressed.

These learning outcome differences are addressed in a variety of approaches so that all students at least come up to the standards of minimum passing requirements. While the fast learners can go much beyond the average expectations of required passing standards and are able to access every opportunity to excel and expand their learning experience. Not only is this in the interest of the learner but also in the national interest. In this context the departments try to identify learning capacity and try to respond to the situation in favor of better learning out comes.

Objective: To strengthen learning outcomes and address differential learning needs of students.

(B) Policy for the identification of slow and advanced learners:

For the identification of slow learners following criteria are taken into consideration.:-

- First class test score is less than 40%.
- Slow reaction time.
- Limited self-direction.
- Lack of motivation and interest.
- Lagging behind in dealing with higher order problems.
- Low capacity to comprehend core concepts and their application.

For the identification of advanced learners following criteria are taken into consideration.:-

- First class test score is more than 70%.
- High grasping capacity.
- Quick responses.
- Self-directed and self-motivated.
- Strong mental ability to deal with higher order problems
- High potentials to comprehend and retain core concepts and their applications in appropriate situations.

(C) 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, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations.
4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world
5. Startups are offered the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.
6. The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
7. They are made the supporters to the average and the slow learners this further enhances their learning by giving them opportunity of reflexivity.

(D) 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. This can also make them more stressed, and introvert in the class.
- 2) They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
- 3) The Department and individual teachers help the slow learners by giving proper guidance and support to them.
- 4) Organize bridge classes and remedial programs for them.
- 5) Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
- 6) Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
- 7) Slow learners are specially advised and counseled by a teacher guardian and the subject expert.
- 8) The students are given with training on communication skills, personality development, time management and motivational sessions.
- 9) Academic and personal counseling are given to the slow learners by the 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 will be good.
- 12) Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- 13) Encouraging the group learning activities and practical will be useful to the slow learners.
- 14) The support of the alumni is also effectively used to motivation and mentoring to the slow learner.

The purpose and spirit of this policy is to ensure a conducive learning environment to different categories of learners. These multiple ways of teaching and academic support are oriented towards the all-round development of all students in the spirit of inclusion, so that they may achieve the learning goals, and translate as motivated and responsible citizens who effectively contribute to the national goals.

