



## BHERULAL PATIDAR GOVT. P.G. COLLEGE, MHOW



*Differential Learner*



Dr. Praveen Ojha  
Principal  
Bherulal Patidar Govt. P.G. College,  
MHOW



## **FOREWORD**

The penultimate aim of any institution is to make the students fully equipped and competent to face the challenges of life and contribute to society, and the nation as a whole. In our Institution, a number of students come from rural as well as socio-economic background from all over the state, and it is our prime responsibility to make our teaching – learning system inclusive and help them bring out their best in terms of academics as well as co-curricular activities.

In an institution, there may be some students gifted with better retention capacity, comprehension skills, and better grasping power. On the other hand, some may be less gifted in their learning process due to several personal and other reasons. The students need special attention and guidance in both situations to make their learning journey more effective and enriching.

Slow learners are encouraged to seek solutions to their problems, motivated to be more proactive, attend remedial and zero classes, so that they can also be a part of the mainstream. Similarly advanced learners are encouraged and motivated through their mentors, teachers and are given constant guidance to pursue higher academic goals. They are given access to open resource learning E-Library, MOOCS, NPTEL, SWAYAM, etc.

Our aim is to provide ample opportunities for the students for their personal growth and add value to their personality. I hope that they will be our brand ambassadors and I wish them success in their future endeavors.

Dr. Praveen Ojha  
Principal



## Vision and Mission of the Institute

### **Vision:**

“Our vision is to excel as an educational institution by providing career-oriented, value-based education. We aim to cultivate a community of independent, morally upright, and socially conscious young individuals, empowering them to contribute meaningfully to society.”

### **Mission:**

- Provide quality education across various disciplines to encourage connectivity between research technologies and employability.
- Strive to become an institute focused on student needs, fostering experiential, innovative, and lifelong learning approaches to tackle societal challenges.
- Ensure literacy, learning and life skills to all, particularly girl scholars from tribal background.
- Inculcate an entrepreneurial mindset and values in students.
- Enhance collaboration with industries and institutions for mutual benefit.



## Objective of the Institute

### Objectives

- **To enrich students with best that is to learn.**
- **To infuse an environment of academics with skill-based education and technologies.**
- **To make the learners grow as a confident and well-groomed citizen.**
- **To enable learners to be creative, dynamic and competitive to face the challenges of academic demands at regional, national and international levels.**
- **To raise a generation rich in ethical values and cognitive empowerment to mobilize the available resources.**



**Policy on Differential Learners**

**Table of Content:**

S.No.	Content	Page No.
1	Preamble	1
2	Aim and Scope	1
3	Objectives	1
4	Committee	2
5	Guidelines of Policy	3-6
	a) Policy for Slow Learner	3-4
	b) Policy for Advanced Learner	5-6
6	Amendments	6
7	Publication of Policy	6
8	Acknowledgements	7



### **Policy on Differential Learners:**

The penultimate aim of any institution is to make the students fully equipped and competent to face the challenges of life and contribute to the society and nation as a whole. In an institution, there may be some students gifted with better retention capacity, comprehension skills and better grasping power. On the other hand, some may be less gifted in their learning process due to several personal and other reasons. The students need special attention and guidance in both situations to make their learning journey more effective and enriching. This can be attained only by making the academic process more distinctive and competent for the advanced learners and parallels motivating the slow learners to do better in academics.

### **Preamble: -**

Goal-4 (Quality Education) of United Nations **Sustainable Development Goals-2030** focuses on inclusive and equitable quality education for all. In adherence to the aforementioned global goal, this policy document is recognized as the “**Policy on differential Learners**” of the BHERULAL PATIDAR GOVT. P.G. COLLEGE, MHOW.

### **Aim & Scope:-**

This policy on “**Policy on differential Learners**” is applicable to the students of the college who are identified as slow or advanced learners.

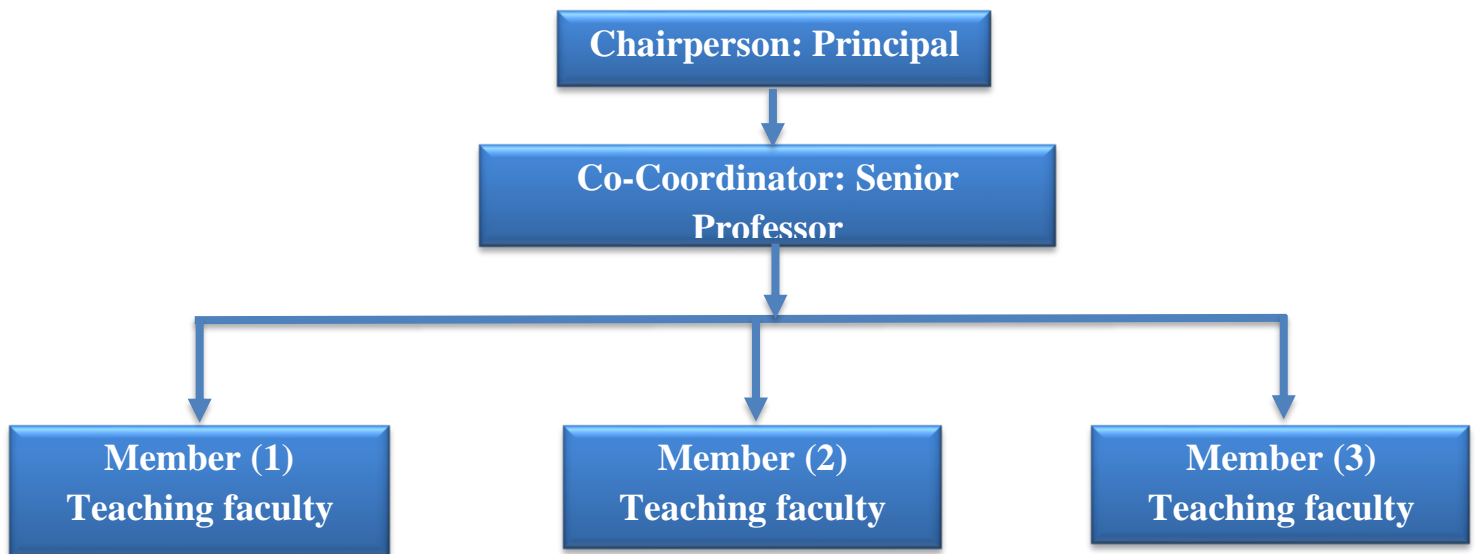
### **Objectives: -**

- To identify the slow learners.
- To identify the advanced learners.
- To provide special attention to slow as well as advanced learners.
- To mentor slow and advanced learners.



**Committee: -**

**A committee is constituted for the effective implementation of Policy on differential Learners, which is as follows:**



**Role and Responsibilities of the Committee: -**

In every academic program some students may find difficulties in their learning process due to various personal or general reasons and on the other side, some students can do well and learn more. In both cases, the students need special attention and involvement to make their learning activity more enhancing and effective. The committee will provide guidance to the faculty members to arrange extra classes and other relevant measures for slow and advanced learners.



### Guidelines of the Policy: -

The students can be identified as Slow and Advanced learners by the following mechanisms:

The marks obtained in the qualifying examinations:

- ❖ **Slow learners:** 40% or below average marks at the qualifying examination.
- ❖ **Advanced Learners:** 75% or above-average marks.

Performance in the initial stage of the Program. Also, they will be continuously assessed and monitored through the Internal Examination [**Continuous and Comprehensive Evaluation (CCE)**] results.

### Policy Guidelines for Slow Learners

**Slow Learners:** -Slow learners may be weak achievers. They may score poor grades. They will find it difficult to grasp the lessons and may have difficulties in their understanding, retention and incorporation. They may fail in expressions and critical reflections. Their grasping levels also may be weak and may find it tough to adapt to the teaching-learning processes and can drop out or fail the Test or Examination. Due to some unfavorable conditions such as unsuitable teaching methods, poor family situations, insufficient motivations and support, unscientific learning practices and an unfamiliar language, the student may show weak performance. Following measures are to be taken to enhance the performance of the Slow Learners:

1. Slow learners are not to be treated as poor achievers or problem students in the class or Department so that their motivation and their interest are not negatively affected. This may also make them more stressed and introverted in class.
2. They should be treated as any other student in the class, but some extra classes should be arranged for their development and success.
3. The Department and the teachers at the individual level should mentor the slow learners by giving them proper guidance and support.





4. Zero classes and remedial classes should be organized for them.
5. Extra classes should be planned for the difficult subjects (based on the earlier university results) in the curriculum.
6. Slow learners are to be specially advised and counseled by a teacher guardian and the subject expert and the counseling cell.
7. Corrective classes are to be conducted for the weaker students based on the results of their class tests.
8. As these students lack self-confidence, therefore, they are to be given specialized training on communication skills, personality development, time management and motivational sessions.
9. Special coaching sessions or tutorial sessions need to be designed on the basis of needs to bridge the gap between Slow Learners and Advanced Learners.
10. Bilingual explanations and discussions are to be imparted to the Slow Learners after the class hours for their better understanding.
11. Providing them with simple and standard lecture notes/course materials will enable them to prepare better 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. Peer learning strategies among slow learners are to be effectively implemented.
14. Promoting the group learning activities, practical approaches and problem-solving methodologies will be useful in the learning efficiency of the slow learners.



## Policy Guidelines for Advanced Learners:

**Advanced learners:** -Advanced learners are those who can engage in learning activities faster than the other students in the class and score higher in every assessment. They have high IQ levels and are very attentive and curious to get a deeper knowledge of the subject. They participate in almost every teaching and learning activity. They have immediate responding behavior in the classroom. The learners with an 80% score and above fall in this category. They can achieve higher goals in the future if they are provided with the proper guidance and need-based help from time to time. Following measures are to be taken to enhance the performance of the Advanced Learners:

1. Advanced learners are constantly motivated to try for better goals. They are to be given added input for better career planning and growth.
2. Constantly encouraging them to engage in student research projects to inculcate research orientation and have higher study goals will be advisable.
3. Motivating them to take part in group discussions and technical quizzes, so as to develop their analytical and problem-solving abilities, will improve their presentation skills.
4. Encouraging them to regularly take part in conferences, seminars, workshops, and other academic activities.
5. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world.
6. They are to be given special prizes, special facilities, and special scholarships to appreciate and nurture them for making their ideas become more visible.
7. Such learners can be sanctioned seed money for handling a small research project.
8. The mentors should set higher goals for the personality development of advanced learners.
9. They should also be made the supporters of the average and the slow learners.



10. Promoting them to use the library and e-library for making good quality notes.
11. Promoting them to go through the open sources lecture tools like NPTEL, SWAYAM, etc. MOOCs courses.

Apart from the above-mentioned measures for the slow and advanced learners, if the Course in charge desires to adopt any other innovative measure that will serve the purpose is well appreciated.

#### **Amendments: -**

- ❖ The Institute shall examine its “Policy for Slow and Advanced Learners” on a regular basis and change it as necessary to comply with national policies and directives issued by competent apex bodies.
- ❖ Pertaining to any contradiction in any Policy of the Institution, the later revised policy will take precedence.

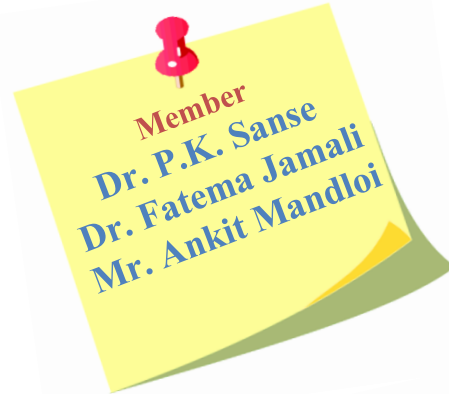
#### **Publication of policy for differential Learners: -**

The “Policy for differential Learners” shall be widely publicized among the Institute's stakeholders with all the possible means, as well as prominently displayed on the Institutional Website to attract the attention of concerned stakeholders.



## ACKNOWLEDGEMENTS

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**Dr. Rasheeda Kanchwala**  
**Coordinator, IQAC**



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