

Criterion II - Teaching-Learning and Evaluation (200)

Key Indicator - 2.2 Catering to Student Diversity (20)

2.2.1 *The institution assesses the learning levels of the students and organizes special Programmes to cater to the differential learning needs of the students.*

Response:

The University assesses the learning levels of students and organizes special programmes to cater differential learning needs of students based on their learning levels. The learning levels of newly admitted Under Graduate students are assessed based on their intermediate marks and categorized as slow and advance learner students. The performance of students is also assessed by **continuous assessment through quizzes/midterm/viva-voce and semester end examinations**. During class interaction, various questions are asked to identify slow and advance learner students. This could include students who are struggling with certain concepts, those who have advanced beyond the standard curriculum or those who simply learn best through alternative methods. These approaches recognize that students have varying abilities and aim to tailor teaching methods and content to accommodate these differences.

All the **slow learner students** are provided support to improve their academic and personality development related issues as follows:

- Remedial classes are arranged to improve the understanding of selected topics.
- Slow learner students are encouraged to interact with advanced learners and for this purpose common interactive sitting room is provided for open interaction.
- Participative learning and problem-solving approaches are being followed to improve the learning abilities of slow learners.
- Some students are slow because of weak in language i.e. English. Special classes are conducted to improve the verbal and written skills / knowledge of these students.
- **Regular progress monitoring by** mentors and providing constructive feedback to help them identify areas for improvement and set realistic goals. This can help them stay motivated and engaged in their learning journey. If the student's challenges persist despite interventions mentor may reach out to the student's parents to discuss the student's problems. Such counselling also supports their personality related issues of the student.

By implementing these strategies, the university creates a supportive and inclusive learning environment where slow learners feel valued, supported, and empowered to succeed.

Catering to the learning needs of **advance learner students** who may require additional support to further improve their skills. Following are some strategies that the university is implementing to support advance learners:

- Special lectures on specific and promising topics are organized by eminent speakers.
- Develop individualized learning plans for advance learners, outlining specific goals, challenges, and strategies to support their continued growth and development.
- Provide access to advanced educational resources, such as online courses, specialized libraries, or educational software, to help advance learners further explore and expand their knowledge base.
- Continuously assess advance learners' progress and provide timely feedback to ensure they remain engaged. This can help identify areas where they may need additional support for further enrichment.
- Extracurricular activities like competitions, technical quizzes, debates and workshops that cater to advance learners' interests and abilities. These can provide opportunities for intellectual stimulation beyond the standard curriculum.
- Provide advanced learning opportunities for advance learners. This can include offering more challenging assignments, additional reading materials and opportunities for independent projects.

By implementing above strategies, the university is creating a more effective learning environment where all slow and advance -learner students have the opportunity to succeed.