



BHARATI VIDYAPEETH

(DEEMED TO BE UNIVERSITY), PUNE (INDIA)

A+ Accreditation (CGPA 3.53 Third Cycle) by NAAC in 2017
Category-I Deemed to be University by UGC
Ranked consistently amongst the top 100 Universities by NIRF

SOP for Slow and Advanced Learners

POLICY

Bharati Vidyapeeth:

Bharati Vidyapeeth, the parent body of Bharati Vidyapeeth (Deemed to be University), Pune was established in 1964, by distinguished educationist Dr. Patangraoji Kadam, with a mission of promoting "Social Transformation Through Dynamic Education'. The institution aims to provide enhanced learning opportunities and bring about intellectual awakening of people through the spread of education that would have a positive impact on the world. Since its establishment, it has maintained the highest standards and has proliferated inventive practices in the education sector.

Bharati Vidyapeeth (Deemed to be University):

Bharati Vidyapeeth (Deemed to be University) is one of the largest multi- faculty, multi-campus Deemed to be Universities in the country which has created a very laudable track record of academic achievements since its inception.

In 1996, 12 institutions of Bharati Vidyapeeth were accorded Deemed To Be University status in 1996 for academic excellence by the University Grants Commission (*vide its notification no. F.9-15/95-U.3 on 26th April 1996 under section 3 of UGC Act 1956*). Presently, the university is having 29 constituent colleges, along with schools, off campus departments and centres under 12 different disciplines including Modern Medicine, Dentistry, Ayurveda, Homoeopathy, Nursing, Arts, Science, Commerce, Engineering, Pharmacy, Management, Social Sciences, Law, Environment Science, Architecture, Hotel Management Tourism and Catering Technology, Physical Education, Computer Science, Library Science and Information Technology etc. spanning over campuses in Pune, Navi Mumbai, Kolhapur, Solapur, Sangli, Karad and New Delhi, thus catering to the students from rural as well as urban and metro cities.

The University was accredited by the National Assessment and Accreditation Council (NAAC) with the prestigious 'A' grade in 2004 and reaccredited with 'A' grade in 2011 (second cycle). Under third cycle of assessment, the university is accredited with 'A+' grade by the NAAC in 2017. The University has been graded as Category-I Deemed to be University by UGC under its Graded autonomy regulations. The University is a Member of Association of Indian Universities and also a Member of Association of Commonwealth Universities. It has been consecutively ranked within the Top 100 universities in India by National Institutional Ranking Framework (NIRF), Ministry of Human Resource Development, Government of India since the beginning of NIRF.

The University puts a premium on research. It is probably the only Deemed to be University in the country having three self-financing research institutes as its constituent units viz. (i) Interactive Research School for Health Affairs (IRSHA), (ii) Research and Development Centre in Pharmaceutical Sciences & Applied Chemistry, Pune. and (iii) Yashwantrao Chavan Institute of Social Sciences Studies & Research, Pune, which are involved in advanced research in Bio Medical Sciences, Pharmaceutical Sciences and Social Sciences.

The university boasts of world-class infrastructure and facilities, significant achievements in research, several innovative academic programs, best teaching-learning processes and national, as well as, international collaborations. Over the years, the Bharati Vidyapeeth (Deemed to be University) BVDU, has attained academic excellence and offers programs in innovative and emerging areas, through its constituent colleges, schools and departments including three research institutes dedicated exclusively to research.



Guidelines for Slow and Advanced Learners:

This policy provides guidelines on the identification and improving capabilities of the slow and advanced learners among students.

SLOW LEARNERS AND ADVANCED LEARNERS

A teaching faculty on day to day basis come across various types of learners and ‘one shoe – fits – all’ approach might not be effective. The common reasons being, the learners at large vary intellectually, physically, emotionally, scholastically and culturally. Hence, without specific remedial measures towards them can lead to under-performance and un – utilized abilities among them. Broadly, learners are grouped into various categories, mainly ‘Slow’ and ‘Advanced’ Learners. Such a classification helps the teachers to develop and utilize the potential of these learners throughout their time spent at the institute / university.

Slow Learners; are the ones who elicit the academic inability to perform, dis-interest in routine academic activities and physical/personal or psychological issues. Due to these reasons, Slow Learners often underperform academically, have minimal participation in extra-curricular activities and to certain extent fail to set goal, improve problem solving skills and poor peer relationships.

On the contrary, Advanced Learners often demonstrate extensive analytical abilities, comprehensions and often found with performing leadership roles, proactive with conference/seminar presentations, etc.

Identification of Slow and Advanced Learners:

Slow Learners:

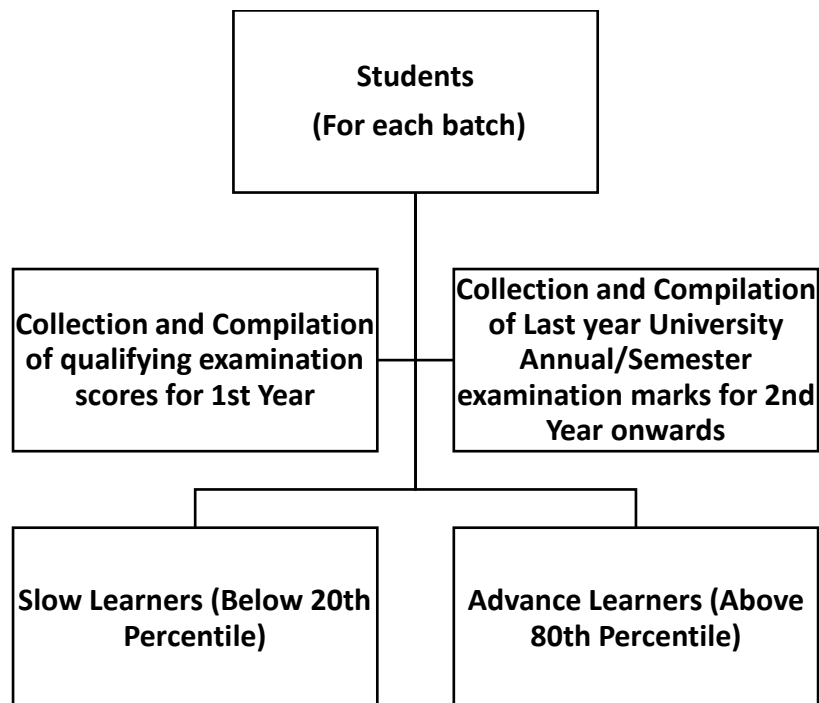
For 1st Year students: Based on their qualifying examination scores among the cohort of students admitted in given academic year, students below 20th percentile will be identified as Slow Learners.

For 2nd Year onwards Students: Based on their last year’s University Annual/Semester Examination performance, students below 20th percentile will be identified as Slow Learners.

Advanced Learners:

For 1st Year students: Based on their qualifying examination scores among the cohort of students admitted in given academic year, students above 80th percentile will be identified as Advanced Learners.

For 2nd Year onwards Students: Based on their last year's University Annual/Semester Examination performance, students above 80th percentile will be identified as Advanced Learners.



Measures to be taken for Slow Learners;

1. Provision of Remedial Teaching – in the form of focused group discussions, peer – assisted learning, seminar presentations on ‘Must Know’ topics, etc.
2. Conducting counselling sessions with help from Department of Psychiatry.
3. Provision of reading material and recorded lectures through student portal on University Website, which can be accessed by Slow Learners; anytime – anywhere, as a part of Self – Paced Learning.
4. Mentor – Mentee Program: Strengthening the existing Mentor – Mentee program through; frequently conducting informal interactions atleast for one hour every week for Slow Learners.

Measures to be taken for Advanced Learners:

1. Provision of guidance through Faculty Mentors to actively participate in STS projects, research and publications.
2. Provision of incentives and appreciation for achievements in curricular and extracurricular achievements at University Foundation Day Celebrations.
3. Encouraging Advanced Learners to participate in Peer – teaching, conference presentations, representing institute/University in various competitions, etc based on their area of interest and competency.

Outcome Measurement for Slow and Advanced Learners:

For Slow Learners:

1. Improvement in academic performance will be assessed on Formative and Summative basis.

Formative Evaluation: Throughout the year, 1st and 2nd Internal Assessment Examination performance will be assessed.

Summative Evaluation: Performance in the Preliminary Examination will be assessed.

Both Formative and Summative Evaluation of individual students will be used to take corrective actions. Preliminary Examination score ³ 30% improvement will be considered significant.

2. Concerned Mentors of Slow Learners should be provided with objective evaluation proforma. It will be consisting of 5 – point Likert Scale evaluation towards overall improvement with year – on – year improvement of at least 5% will be considered significant. This objective evaluation will be conducted by Faculty Mentors once a year for students of 2nd Year onwards.

For Advanced Learners:

1. Improvement in academic performance through $\geq 20\%$ scores in Preliminary Examination will be considered significant.
2. Faculty Mentors will be provided with a checklist and students with more than 50% fulfilled tasks from checklist will be considered significant.

Some Observed Characteristics of Slow Learners	ACTIVITES FOR SLOW LEARNERS –
<p>Poor grasping power</p> <p>Attention and Attendance issues</p> <p>Physical, personal or Psychological Problems</p>	<ul style="list-style-type: none"> ➤ Remedial Classes are conducted ➤ Counselling sessions ➤ Extra Assignments for practice and question paper solving ➤ Question Banks ➤ Revision sessions ➤ Monitor progress and Prepare performance report
Some Observed Characteristics of Advanced Learners	ACTIVITES FOR ADVANCED LEARNERS –
<ul style="list-style-type: none"> • Good Analytical Abilities • Good Comprehension Abilities • Investigation Oriented • Proactive 	<ul style="list-style-type: none"> ➤ Are involved as class representatives, leadership roles ➤ given assignments for mini-project, live projects, ➤ involved in institute level work/coordination, etc. ➤ represent institute at different events ➤ Participation in Seminars / Conferences / Technical Events /Quizzes ➤ Peer Mentoring to Junior Students

FORMATS

FIRST YEAR STUDENTS

Sr. No.	Name of the student	PRN	Last examination Percentage (50%)	Screening test (out of 50)	Total (out of 100)
				Classify as slow or advanced learner	

SECOND YEAR ONWARDS (slow learners)

Sr. No.	Name of the student	Backlog in subjects	Remedial Classes / Counselling attended ?	Signature of Student

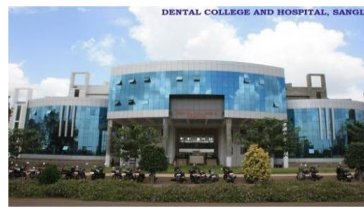
ADVANCED LEARNERS

Sr. No.	Name of the student	Involved in
		Class representative, Paper presentation Volunteer, Events Anchoring, MOOCs, members of committees etc.

Responsibility of Subject Teachers and Class Coordinator

- Conduct screening test / Based on internal test, prepare classification report of slow and advanced learners
- Prepare schedule for extra sessions /problem solving sessions / revision sessions for slow learners.
- Conduct the sessions for slow learners as per prepared schedule
- Maintain attendance and record of the activities conducted
- Compare performance with earlier performance and update results
- Take feedback of the Slow and Advanced learners on the actions taken

“Social Transformation through Dynamic Education”



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