NANDED PHARMACY COLLEGE, NANDED

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

Catering to student Diversity at the Institute

Assessment of Learning Levels and Special Programmes for Students

Identifying slow learners and advanced learners in the B. Pharmacy and M. Pharmacy programs is essential for promoting academic excellence and ensuring personalized learning. This approach helps faculty to address the diverse learning needs of students and provide additional support or advanced challenges as necessary. The process involves systematic evaluation and regular observation.

The institute has implemented a mentor-mentee and class teacher system to assess students' performance through internal assessments, assignments, and semester examinations. Students are initially categorized as advanced learners or slow learners based on inputs from subject teachers and mentors. Additionally, the learning levels of students are continuously monitored throughout the academic session through performance evaluations and regular interactions with faculty members.
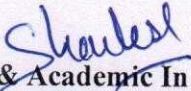
Criteria of Identification:

1. **Advanced Leaner Students:** Students obtained greater than or equal to 8 CGPA out of 10 in previous University Examination & Students got greater than or equal to 13 out of 15 marks in the sessional Examination.
2. **Slow Learner Students:** Students obtained less than 7 CGPA out of 10 in previous University Examination & Students got less than 09 marks out of 15 in the sessional Examination.

For slow learners, the institution organizes tutorial classes, one to one interaction and personalized mentoring sessions to strengthen their foundational knowledge and improve performance. Faculty members provide additional study materials, question bank and conduct regular assessments to track progress.

Advanced learners are encouraged to participate in enrichment activities such as research projects, motivating to participate in National Level Competitive Exams such as GPAT & GATE, technical competitions, and seminars. They are provided with opportunities to take on leadership roles in academic and extracurricular events, fostering critical thinking, innovation, and professional growth.

Both groups benefit from the institution's supportive academic environment, with access to modern resources, continuous mentoring, and regular feedback. This structured approach ensures that all students, irrespective of their learning levels, receive the guidance and opportunities they need to achieve academic success and develop essential skills for their professional careers.

IQAC & Academic In charge

Principal
Prof. (Dr.) N. B. Ghiware
PRINCIPAL
Nanded Pharmacy College
Nanded.

Guidelines for Subject Teachers and Class Teachers

Catering to Student Diversity: Identification and Support for Slow and Advanced Learners

To ensure effective teaching and learning, it is essential to identify students with different learning needs and provide appropriate support. The following criteria and guidelines will help in recognizing and addressing the needs of both slow learners and advanced learners.

Identification Criteria

1. Advanced Learner Students:

A student will be considered an Advanced Learner if they meet either of the following criteria:

- Obtained ≥ 8 CGPA (out of 10) in the previous University Examination.

- Scored ≥ 13 out of 15 marks in the Sessional Examination.

2. Slow Learner Students:

A student will be considered a Slow Learner if they meet either of the following criteria:

- Obtained < 7 CGPA (out of 10) in the previous University Examination.

- Scored < 9 out of 15 marks in the Sessional Examination.

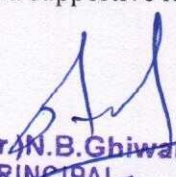**Responsibilities of Subject Teachers and Class Teachers**

For Advanced Learners:

1. Encourage Higher-Level Learning: Provide additional assignments/projects/ case studies to enhance their critical thinking skills.

2. Promote Peer Learning: Encourage them to assist their peers, conduct presentations, and participate in academic discussions.

3. Offer Research & Competitive Exposure: Guide them towards research projects, online courses, and participation in Olympiads, quizzes, and competitions.

4. Provide Leadership Opportunities: Engage them in mentoring roles, student clubs, and extracurricular activities that enhance leadership and innovation.

5. Facilitate Industry Interaction: Encourage participation in internships, workshops, and certification programs to broaden their knowledge.

For Slow Learners:

1. Provide Remedial Support: Conduct tutorials and personalized doubt-clearing sessions to strengthen foundational concepts.

2. Use Simplified Teaching Strategies: Employ visual aids, real-life examples, and interactive learning techniques to make concepts easier to understand.

3. Encourage Active Participation: Motivate students to ask questions, engage in discussions, and participate in classroom activities.

4. Involve Parents & Counselors: Keep parents informed and involve academic counselors for additional support and motivation.

By implementing these strategies, teachers can ensure an inclusive and supportive learning environment, helping every student reach their full potential.

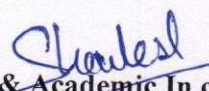Prof.(Dr.)N.B.Ghiware
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NANDED PHARMACY COLLEGE (DEGREE) NANDED

Notice

All the subject teacher, class teacher and mentors of B. Pharm and M. Pharm program are hereby informed that a meeting is schedule in IQAC room on 23/10/2023 at 4.00 pm regarding discussion of learning levels of the students in order to **identify slow and advanced learner** students in their respective classes. You are kindly instructed to be come with following information in the meeting.

1. Information regarding students' performance in previous semester examination.
2. Data regarding overall performance of the students in Internal examination of the concerned subject.

IQAC & Academic In charge

Minutes of Meeting

Date: 23/10/2023

Time: 4.00 pm

Venue: IQAC Cell

Chairperson: IQAC Co-Ordinator

Attendees: Dr. A B Roge, Mr. V N Gunjkar, Dr. S N Firke, Dr. S K Sarje, Dr. A T Sharma, Mr. A K Daswad, Ms. S A Tekale, Ms. S A Faroqui, Ms. M M Muley, Mr. A V Ingle.

Agenda

Discussion on the learning levels of students for the identification of slow learners and advanced learners.

Minutes of Discussion

Welcome and Opening Remarks

The Chairperson welcomed all attendees and outlined the purpose of the meeting: to discuss methods for evaluating student learning levels and identifying slow and advanced learners.

Current Evaluation Practices

The existing mentor-mentee and class teacher system was discussed.

Attendees highlighted the methods currently used to evaluate students, including internal assessments, assignments, semester examinations, and classroom participation.

Role of Subject Teachers and Mentors

- Subject teachers and mentors were emphasized as key contributors in identifying learning levels.it was agreed that mentors should maintain regular one-on-one interactions with mentees to identify academic challenges and strengths.
- Subject teachers should provide detailed feedback regarding students' performance in their respective subjects.

Criteria for Categorization

- *Slow learners:* Students consistently underperforming in exams, assignments, and classroom engagement.
- *Advanced learners:* Students demonstrating exceptional academic performance, critical thinking, and leadership abilities.
- Continuous monitoring of student progress during the academic session was recommended.
- Action Plan for Identified Students

Slow Learners:

- Conduct remedial classes and provide additional learning resources.
- Schedule personalized mentorship sessions to address specific challenges.

Advanced Learners:

- Offer opportunities for advanced research projects, competitive exams, and leadership activities.
- Provide guidance for participating in conferences and academic competitions.
- Regular meetings will be held to review the progress of categorized students.

Conclusion

The Chairperson summarized the discussion points and thanked all participants for their inputs. It was decided that the first round of categorization will be completed by [Insert Deadline], and the action plan will be implemented from [Insert Start Date].

Meeting Adjourned at: 5.00

IQAC Co-Ordinator

Prof.DR.N.B.Ghiware
PRINCIPAL
Nanded Pharmacy College
Nanded.
Principal

LIST OF SLOW LEARNER & ADVANCED LEARNER STUDENTS TY STUDENTS AY 20233-24

Course: Industrial Pharmacy-I   **Faculty Name: Dr. S N Firke**

Class: B. Pharm TY Fifth semester

Slow learner students			Advanced learner students		
Student Name	Previous Exam CGPA	First Sessional Marks	Student Name	Previous Exam CGPA	First Sessional Marks
Ausekar Shradha P	7.12	06	Aguwad Shubham B.	8.38	12
Bhandare Arapita A	7.88	07	Bhosale Vishranti B	8.42	13
Kamble Yogesh C		07	Chavan Vaishnavi S.	8.12	13
Mohd. Atif Shariff Md		09	Dahale Vaishnavi V	8.27	13
Puyed Vaishnavi A		08	Dahale Vaishnavi V	8.27	14
Shinde Krishna R		08	Degaonkar Janhavi A	8.14	11
Suddanwar Shweta D.		02	Deshmukh Shabdashri	8.41	12
Tawar Rakib Abdul R		03	Kapate Shradha A	8.15	14
			Karlekar Prajwal S	8.04	14
			Pawar Divyashri V	8.58	14
			Salunke Hrishikesh V.	8.00	11
			Shukla Mayank M	8.12	14
			Wannare Prathmesh T.	8.42	15
Total Students	**08**	**08**	**Total Students**	**13**	**13**

*Note: Above students are identified as slow learners and advanced leaners as per the following

Criteria

Advanced Leaner Students

- Obtained ≥ 8 CGPA (out of 10) in the previous University Examination.

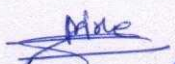- Scored ≥ 13 out of 15 marks in the Sessional Examination.

Slow Learner Students:

- Obtained < 7 CGPA (out of 10) in the previous University Examination.

- Scored < 9 out of 15 marks in the Sessional Examination.

Dr. S.H. Firke
Class Teacher

Dr. S. N. Firke.
Subject Teacher Sign