

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

INDEX

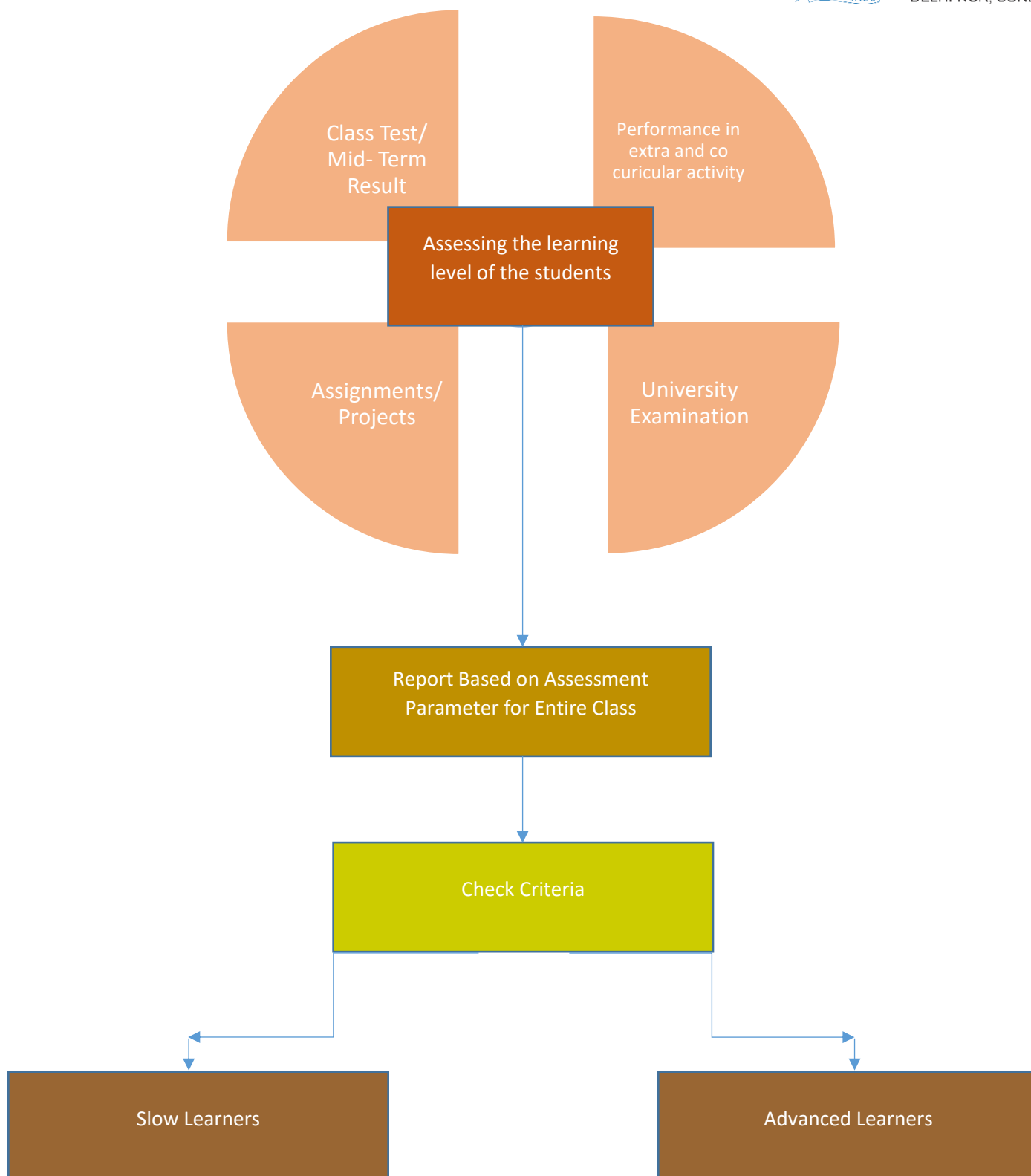
S. No.	Supporting Documents
1.	Learner diversity and adopting strategies for advanced and slow learners at SRMUH

Learner diversity and adopting strategies for advanced and slow learners at SRMUH

Summary

The primary parameter of the strength, growth and success of an educational institution is its students. The university is aware of the various learning requirements of each of its students. The freedom to create policies and learner diversity techniques for identifying and developing advanced and slow learners while keeping in mind the unique program requirements assures healthy academic liberty offered to each component. Early identification and tailored tactics for learners' capacity building assist in accommodating the requirements of both advanced and slow learners, while student-centric pedagogies and outcome-based curricula offer an inclusive framework of academic participation. Students at the university are enrolled in different academic programs, including law, management, science & Humanities, engineering, political science and biotechnology.

The faculty is aware that the students in their classrooms do not all have the same learning styles and aptitudes. The process of assessment of the learning levels of learners and identifying slow and advanced learners shall be carried out through a systematic procedure as shown in the below figure.



SRM UNIVERSITY DELHI-NCR, SONEPAT

Established under Haryana Private Universities Act 2006 as amended by Act no.8 of 2013 and recognized by UGC u/s 2(f) of UGC Act, 1956

39, Rajiv Gandhi Education City, Delhi-NCR, Sonapat-131029, Haryana (India)
Tel : 0130-2203700-01 | Tollfree : 1800 180 1216 | Website : www.srmuniversity.ac.in

A summary of the numerous identification methods used in the academic year 2020–21 for the newly registered students is evidence of the university's dedication to serving all of its students, including advanced and slow learners provided in the below table.

Table: Summary of the activities undertaken for advanced and slow learners

S. No	Faculty	Methodologies adopted for assessment of learning levels
1.	Faculty of Engineering	<ul style="list-style-type: none"> • Marks obtained by a student in objective type test /class test/unit test conducted for the respective subject. • Academic performance of students in preceding university examinations. • Class observation by the subject teacher. <p>At the time of the commencement of the program, the institution assesses the learning levels of the students in two ways. Based on their +2 marks students enrolled in various disciplines are identified as slow and advanced learners and also the entry-level test conducted by each department.</p>
2.	Faculty of Science	<ul style="list-style-type: none"> • Regular class interactions • Assignments • Mid-semester tests
3.	Faculty of Law	<ul style="list-style-type: none"> • Their performance in the university examination of the previous semester. • Continuous Internal Assessment. • Class observation by the subject teacher.

4.	Faculty of Management	<ul style="list-style-type: none"> • Marks obtained by a student in objective type test /class test/unit test conducted for the respective subject. • Academic performance of students in preceding university examinations. • Class observation by the subject teacher.
5.	Faculty of Humanities	<ul style="list-style-type: none"> • The progress of the learners is carefully monitored at all levels so that they can be steadily included in varied learning groups where they can be initiated to cope with newer challenges and come off with solutions for the same. • Teachers and mentors make a close observation of students' learning styles.
6.	Faculty of Hotel Management	It is based on the Assessments such as internal assessment, university results and participation and performance in extra and co-curricular activities.



(Registrar)

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