

# CHAMELI DEVI GROUP OF INSTITUTIONS

• Approved by AICTE, • Certified 2(f) by UGC • Recognized by DTE • Affiliated to RGPV and DAVV

Gram-Umrkheda, Khandwa Road, INDORE - 452 020 • Ph. : 0731-4243600/5/9, 4243626-29  
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## POLICY ON ADVANCED AND SLOW LEARNERS

### About the Institute

The renowned Agarwal group, having its headquarter at Indore, was established in 1966 under the strong vision and able leadership of Group Chairman Shri. Purushottam Agarwal. Shri. Vinod Kumar Agarwal actively joined the group in his teens, in the year 1980. He was instrumental in widening the business spectrum of the group. Shri Sanjay Kumar Agarwal entered into the fray in the year 1985.

The Agarwal Group started growing by leaps and what we see today is a business empire built on the strong foundation of ethical and business values combined with the trust and commitment of strong employee base of the Agarwal group. In a short span of just 40 years, the group has diversified into various activities like education, manufacturing, transportation, entertainment, non- conventional energy generation, food-processing, finance and real estate. It is a matter of great pride and privilege to say that the Agarwal group is one of the largest importers of coal in India.

The group has recently forayed into the non- conventional energy generation sector by setting up wind powered electric generators. The group has a long and illustrious history in the field of education. The admissions in the institute are governed by well defined admission policy in accordance with the AICTE and DTE.

### About the Policy

With the vision of the institute "To be a reputed institute of excellence in professional education for fostering competent professionals with high moral standards and capable of

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contributing towards society and industry", the ultimate aim is to develop a competent individual who can face life challenges and contribute to the society and economy at large.

This fosters the academics to be more exigent and competent for students who adapt and mould themselves to the requirement which makes them advanced learners and at the same time such environment supports and motivates the slow learners to achieve and create benchmarks in academics and personal life.

Following the normal distribution curve, the intake includes students from diverse background who wish to pursue technical and management education in pursuit of making a career. It is obvious that in every academic programme students with varied learning capacity, agility and creativity will perform differently. Some of them will outperform others in learning capacity and at the same time there will be students who may find it difficult to cope with the subjects and need time and extra efforts to meet the expected outcome. Under both the situations, it is responsibility of the institute to provide special attention to both Slow as well as advanced learners to make their journey of learning effective.

## The Concepts

**Advanced Learners** – The term advanced learner in the document refers to the student who engage themselves proactively in the learning activities and achieve high scores on academic parameters. These students are considered to have high potential with comprehension and memory and have good retention capacity. They are generally hard working and belong to the higher side of the normal distribution curve. These students belong to early adaptors of the learning curve. These students can take up higher level learning and academic responsibilities.

They can bring some new concepts, strategies, and also can take the leadership in the teaching

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learning activities.

**Slow Learners** - The slow learners are the ones who score lower than the class average in academic assessments. They may score lower grades in University exams as compared to the peer group. Slow learners will find it difficult to understand the concepts of technical education. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, poor family situations, inadequate motivations and supports, unscientific learning practices or even the inability to converse in an unfamiliar language.

## Methods of assessment

The students can be assessed to identify their learning levels by different mechanisms.

- Performance in Mid Semester Test
- Performance in Class Participation
- Participation in Co- Curricular Activities
- Participation in Extra Curricular Activities

The assessment procedure can be a statistical process of making the three levels like High, Average and Low on the basis of the central tendencies (mean plus and minus Standard deviations). The change of the students and the levels achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made. However it is to be noted that if the class average is  $\geq 75\%$  then no individual shall be marked as slow learner and similarly if the class average is  $\leq 50\%$  then no individual shall be marked as advanced learner.

## Policy Guidelines for Advanced learners

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations
2. Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations

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3. Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations
4. Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world
5. They are made the supporters to the average and the slow learners.

## Policy Guidelines for Slow learners

1. The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.
2. They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
3. The Department and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize bridge classes and remedial programmes for them.
5. Conduct extra classes for the difficult subjects (based on the previous university results) in the curriculum.
6. Special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Corrective classes are conducted for the weaker students based on the results of class tests.
8. The students are given with training on communication skills, personality development, time management and motivational sessions.
9. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
10. Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
11. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
12. Provision of simple and standard lecture notes/course materials and special preparation for



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the exams will be good.

13. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
14. Encouraging the group learning activities and practical will be useful to the slow learners.
15. The support of the alumni is also effectively used to motivation and mentoring to the slow learners.

The process of giving additional inputs to the advanced learners and the slow learners is not an effort to make the students average achievers but to make every one better achievers.

Even if the students are identified as slow learners or advanced learners in the class they should not be labeled as the extra ordinary or poor but they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can make more achievement and the less talented also make their goals in life achieved.

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**Principal**  
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Introduced by



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