



Shri Gajanan Shikshan Sanstha's
**SHRI SANT GAJANAN MAHARAJ COLLEGE OF ENGINEERING
SHEGAON – 444203, DIST. BULDANA (MAHARASHTRA STATE), INDIA**

"Recognized by A.I.C.T.E., New Delhi" Affiliated to Sant Gadge Baba Amravati University, Amravati
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INSTITUTIONAL POLICY FOR INDIVIDUAL LEARNER'S CAPABILITY-BASED TEACHING PRACTICES

*[The identification of slow learners and advanced learners, and practices to help them
to achieve their academic goals and nurture extra talents.]*

Shri Sant Gajanan Maharaj College of Engineering, Shegaon strive to create inclusive learning environments that cater to the needs of all students, regardless of their learning pace. This involves differentiated instruction, individualised learning plans, and a focus on academic and emotional support to help students reach their full potential.

Additionally, recognizing and nurturing each student's unique strengths and interests can lead to a more fulfilling and successful educational experience for all learners. To achieve the above objectives, we have adopted a practice of making groups of "slow learners" and "advanced learners".

GOAL:

Implement differentiated teaching strategies to cater to the individual learning needs and abilities of both slow and advanced learners in the same class.

1. Slow Learners:

The institution has recognized that being a slow learner does not necessarily indicate low intelligence; it may simply mean that a student needs more time, support, or a different approach to grasp concepts. Being a slow learner does not mean they cannot succeed or achieve their goals. Everyone learns at their own pace, and it is important to remember that the speed at which students learn does not determine their intelligence or potential.

The institution has adopted a holistic approach to accommodate slow learners, emphasizing their strengths and potential while addressing their specific needs. By implementing these practices and creating an inclusive learning environment, the institution is helping slow learners achieve their academic goals and develop essential life skills.

Identification of Slow Learners:

Students are identified as slow learners based on the following criteria:

- Class Teacher Observation and Recommendation.
- Previous Year University Results (Minimum 3 backlogs).
- Institutional Internal Assessment (Scoring below the passing threshold in class tests in a minimum of 3 subjects).
- Mentor Observation and Recommendation.



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Practices for Slow Learners:

Improving the performance of slow learners demands patience, understanding, and the implementation of tailored strategies to address their unique needs. Our institute is dedicated to incorporating the following practices:

- Engagement in Remedial Classes.
- Provision of Extra Study Materials for Preparation.
- Allocation of Mentors to Each Learner.
- Conducting Counselling Sessions by Class Teachers.

2. Advanced Learners:

Recognizing that the needs and interests of advanced learners can vary significantly, the institution emphasizes the importance of a personalized approach. The institute has implemented practices to identify advanced learners, aiming to offer them tailored educational opportunities that both challenge and nurture their talents. Advanced learners often benefit from specialized strategies and practices to ensure they are adequately challenged, enabling them to excel academically and personally.

Advanced Learners Identification:

Identification of Advanced Learners:

Students are identified as advanced learners based on the following criteria:

- Class Teacher Observation and Recommendation.
- Previous Year University Results (CGPA of 7.5 or higher)
- Institutional Internal Assessment Analysis (scoring more than 75% in class tests).
- Mentor Observation and Recommendation.

Practices for Advanced Learners:

Supporting the continuous growth of advanced learners requires education that meets their unique needs and challenges them appropriately.

Below are some practices targeted for implementation at our institute:

- Providing permission to attend workshops, courses, training, etc., on recent trends.
- Allowing students to pursue internships, either remotely or on-site.
- Facilitating participation in sponsored projects, either remotely or on-site.
- Encouraging enrolment in online courses from platforms like NPTEL/SWAYAM or others.



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- Motivating participation in reputed outreach activities and competitions.
- Encouraging the development of in-house projects.
- Motivating students to organize workshops or talks for peers.
- Allocating funds for research and innovative project development.
- Offering scholarships for student development.
- Emphasizing international research paper publication or presentation.
- Providing platforms for preparing for various competitive examinations.
- Establishing an incubation centre with seed money to support start-up initiatives.

Dr. S.B.Somani
(Principal)

