

**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES**  
(An Autonomous Institution)  
RAJAMPET

Name of the Policy: **Identification of Slow and Advanced/Quick Learners**

Type of Policy: Academic

Effective Date: 01.05.2015

Last Revised: Not applicable

Review Date: 27.06.2018

Policy Owner/s: Principal, AITS Rajampet

This policy sets forth policies and procedures related to the identification of slow and advanced/quick learners. This policy may need to be revisited frequently to ensure consistency with emergency preparedness guidelines, best practices, and new information or knowledge.

**Definition of a Slow Learner:**

Slow learners are those who are low in achieving academic skills and often ignored by others as dull, lazy or inept as a part of the setting. Slow learners not only lag behind other students in academics but in areas of social, emotional and psychological well-being.

The early identification of students who are at risk for educational failure is an important process that deserves much attention. It is a known fact that students who fail tend to develop many secondary problems such as alienation from college, early drop out and sometimes social maladjustment. Proper identification is therefore crucial for the implementation of appropriate and timely intervention.

Slow learners are those students who are very poor in meeting minimum academic requirements in comparison with normal students. These children do not get sufficient attention in the mainstream education. They usually fail repeatedly in examinations and finally become drop outs. It is ideal to evolve strategies to provide education to these children in college itself.

The terminology "Slow Learners" is unintentional; it is respectful to speak of such children as having diverse minds. Slow learners are students whose achievement scores are significantly below average.

**Identification of a slow learner:**

The college has developed a streamlined mechanism for continuous monitoring and evaluation of the students. Three factors are taken into consideration for identifying the level of students. This system helps to identify slow learners & advance learners.

Students are identified based on:

Performance in Mid-term examination: A student who scores less than 50% of marks in the Mid-term examination will be termed as a slow learner. However, it is left to discretion of the teacher to identify a student as slow learner since the performance may vary from one subject to another subject.

Participation in the teaching-learning process: The teacher shall monitor the participation of the student during course work. Some students who do not show interest and do not take part in the

classroom discussion may show signs of future failure. The attendance of the students to the course will also be monitored.

Results in the previous semester: Results in the previous semester shall also be considered. In case of I B. Tech. students, score in Intermediate, EAMCET rank shall be taken into account.

### **Strategies adopted for facilitating Slow Learners:**

- There are a number of features that make instructing slow learners difficult like slow pace of learning, low attention span, difficulty in understanding abstract concepts, generalizing learned concepts, organization of newly learned concepts etc. The inclusion of slow learners in the general classroom either after identification or without identification, calls for evolving appropriate teaching methodologies that are suitable for all types of learners in the classroom. The new methodologies should include techniques that not only improve mere recall of learned information but also should create and improve higher order thinking skills. It should cater to the needs of students with diverse abilities within the classroom.
- The Institute practices a robust student academic counselling process. A group of 30 students shall be assigned to faculty-mentor for relevant counselling and help in academic matters. During the course of time, the faculty-mentor interacts with the student and the teachers to assess the performance of student. During this process, the mentor may also identify the needs and aspirations of a student.
- The mentor monitors academic performance of a student in Mid-term/End Examinations and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success. The student mentor identifies slow learners based on the above-mentioned factors and assesses the nature of their problems and then motivates them in a way to reach their academic goals.
- Mentor communicates regularly with the parents about the poor academic performance of a student to ensure parental intervention.
- Poor performance due to frequent absenteeism is dealt by sending SMS and registered letters to the parents of such students. Appropriate counseling with additional teaching, eventually helps students to attend classes regularly.
- Course teachers conduct remedial classes, provide special course notes for slow learners and those students who are at the verge of dropping out due to arrear subjects.
- Slow learners are given regular slip tests/assignments in order to improve their performance in the end exam. Further faculty members revise the tough topics as per the students requisition and provide question bank and discuss the way of presenting the answers in the exam to score marks.
- Extra classes are organized to clarify doubts and re-explaining of critical topics for improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.
- Remedial classes are conducted by course teachers as per the Institute Remedial Classes policy guidelines. Improvement of slow learners will be monitored and submitted as a report to the Head of the Department.
- All the staff members will maintain good relation with students and deal with their academic problems in a gentle manner. Students will be encouraged to meet teachers for additional details on the important topics, to improve their subjective knowledge, for counseling for personal problems

### **Identification of an advanced/quick learner:**

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc.,

### **Strategies adopted for facilitating Quick Learners:**

The Institute promotes independent learning that contributes to their academic and personal growth.

- Advanced learners are provided Campus Recruitment Training from II B. Tech. onwards during the semester/academic year break.
- Advanced learners will be encouraged to be members of student professional bodies IEEE Student Chapter and IE(India) student branch and partake in technical fests/conferences/seminars.
- They will be encouraged to participate in elocution competitions /group discussions / debates/technical quizzes at intra/inter college level to develop communication/analytical and problem-solving abilities in them
- The students will be motivated to take part in various club activities (departmental associations) in the respective areas to mould the students in corresponding field.
- The students are encouraged to register for NPTEL/EdX/Coursera online courses for to learn advanced courses.
- The students are encouraged to take up micro projects / innovative projects to inculcate research orientation and practical awareness apart from the regular mini and major projects.
- Students are also provided opportunities to develop their creativity by participating and organizing intercollegiate events.
- The students are encouraged to take up competitive exams like GATE, GRE, TOEFL, IELTS, CAT, PG CET etc. Special coaching is provided to them beyond the college hours to face GATE examination.

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