



SLOW LEARNER POLICY

Slow Learners

The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration.

They may fail in articulations and critical reflections. Their motivation levels also may be poor and may find it difficult to adjust with the teaching learning process and can drop out or fail in the programme.

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. The merit in the qualifying examinations, Competitive entrance examinations, and the performance in the initial stage of the programme including the bridge programme and orientations assessed through the qualitative methods can be taken as indicators of their achievement as they get admitted to the programme in the University. This level can be set as the benchmark of the student. Subsequently they can be assessed continuously through the examination results at various levels and stages, their performances in the extra - curricular and co - curricular activities throughout the programme.



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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.

Activities for Slow learners

- Bridge course
- Remedial class for weaker subject
- To maintain student attendance
- Conducting retest
- Special attention given by mentors

Policy 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.



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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. Slow learners are specially advised and counseled by a teacher guardian and the subject expert.
8. Corrective classes are conducted for the weaker students based on the results of class tests.
9. The students are given with training on communication skills, personality development, time management and motivational sessions.
10. Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners are provided.
11. Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
12. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.



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13. Provision of simple and standard lecture notes/course materials and special preparation for the exams will be good.

14. Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.

15. Peer education strategies are effectively used

16. Encouraging the group learning activities and practical will be useful to the slow learners.

17. 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 very one better achievers. The mentoring and facilitating efforts of the teachers and the university administrative system will be a great investment in achieving the best result and performance of the students.