

Date : 13-12-2022

## POLICY ON IDENTIFYING AND SUPPORTING SLOW LEARNERS THROUGH EXTERNAL EXAMINATIONS

### 1. Purpose of the Policy

The **Policy on Identifying and Supporting Slow Learners** aims to establish a structured approach to identifying students who may be struggling academically and providing them with the necessary support to improve their performance, particularly in external examinations. This policy seeks to create an inclusive educational environment where all students, regardless of their learning pace, can succeed.

The primary objectives of the policy are:

- To identify slow learners through external examinations and internal assessments.
- To provide targeted support and remedial interventions to help slow learners achieve academic success.
- To foster a positive and encouraging learning environment that promotes the growth and development of all students.

### 2. Definition of Slow Learners

**Slow learners** are students who may face difficulties in grasping academic concepts at the same pace as their peers due to various factors, including:

- **Learning difficulties** or gaps in foundational knowledge.
- **Time management issues** or study skills deficiencies.
- **Emotional or psychological factors** that may hinder academic performance.
- **Language barriers** or inadequate comprehension skills.

These students may perform below the expected level in **external examinations** or **internal assessments** but are capable of improving their academic performance with appropriate interventions and support.

### 3. Identification of Slow Learners

Slow learners will be identified based on their performance in **external examinations** (such as university or board exams) as well as **internal assessments** (such as quizzes, assignments, or class tests). The identification process will include:

#### a) External Examination Results

- Students who consistently score below a predefined **threshold** (e.g., below 40-50%) in their external exams will be flagged as potential slow learners.
- Subject-wise performance analysis will be conducted to identify specific areas where the student is struggling.

**b) Internal Assessment and Continuous Evaluation**

- Regular performance in internal assessments will be tracked by faculty members, and students scoring below the passing criteria will be reviewed for additional support.
- Faculty members will observe class participation, assignment completion, and engagement in learning activities to identify students who are facing difficulties.

**c) Teacher and Mentor Feedback**

- Faculty members and academic mentors will provide feedback based on their direct interaction with students. Observations regarding learning gaps, comprehension issues, and study habits will be considered in identifying slow learners.

**d) Student Self-Reporting**

- Students themselves can approach their mentors or faculty members if they are facing difficulties in understanding the curriculum or keeping up with their studies.

**4. Support Mechanisms for Slow Learners**

Once identified, slow learners will be provided with targeted support to help them overcome their academic challenges. The support mechanisms may include:

**a) Remedial Classes and Extra Coaching**

- The institution will arrange **remedial classes** or **extra coaching sessions** for slow learners in specific subjects where they are struggling.
- These classes will focus on revisiting foundational concepts, providing detailed explanations, and offering personalized attention to each student.
- **Peer tutoring programs** may also be introduced, where academically stronger students assist slow learners in understanding difficult topics.

**b) Academic Counselling and Mentorship**

- Slow learners will be assigned **academic mentors** who will provide personalized guidance on study techniques, time management, and effective learning strategies.
- Mentors will work closely with students to identify their areas of weakness and devise personalized improvement plans.

**c) Study Material and Resources**

- Simplified and **customized study materials** will be provided to slow learners to help them grasp complex concepts at a manageable pace.
- Access to additional learning resources such as **video tutorials, practice tests, and interactive learning platforms** will be made available.

#### d) Regular Feedback and Progress Tracking

- Faculty members will provide **regular feedback** to slow learners on their progress and suggest areas for improvement.
- Progress tracking will involve monitoring performance in subsequent internal assessments and external exams to ensure that students are improving over time.

#### e) Emotional and Psychological Support

- Some slow learners may face emotional or psychological barriers that affect their academic performance. In such cases, the institution will provide access to **counselling services** to help students cope with stress, anxiety, or other personal challenges.

### 5. Roles and Responsibilities

#### a) Faculty Members

- Faculty members are responsible for identifying slow learners in their subjects based on exam performance and class assessments.
- They will design and conduct **remedial classes** or provide additional study resources to address students' learning gaps.

#### b) Academic Mentors

- Mentors will offer personalized guidance to slow learners, helping them set academic goals, develop study plans, and improve learning habits.
- They will monitor the progress of slow learners through regular interactions and provide timely interventions.

#### c) The Examination and Academic Committees

- The academic committee, in collaboration with the examination cell, will review student performance in external exams and ensure that slow learners are identified promptly.
- They will coordinate with faculty to ensure that appropriate support mechanisms are in place for identified students.

#### d) Counselling Cell

- The counselling cell will provide emotional and psychological support to slow learners who face challenges beyond academics. This may include **stress management workshops** or **individual counselling sessions**.

## 6. Continuous Monitoring and Evaluation

The effectiveness of the interventions will be continuously monitored through:

### a) Periodic Assessments

- Regular assessments will be conducted to evaluate the progress of slow learners in specific subjects. Improvement in exam scores, class performance, and engagement will be key indicators of success.

### b) Feedback Mechanism

- Slow learners will be encouraged to provide feedback on the support they receive. This will help the institution refine its strategies and address any shortcomings in the remedial process.

### c) Academic Improvement Reviews

- The academic committee will periodically review the performance of slow learners based on their external and internal exam results to ensure they are meeting improvement goals.

## 7. Parent and Guardian Involvement

Parents or guardians of slow learners will be kept informed about their wards' progress:

- Regular updates** will be provided to parents regarding the student's performance and participation in remedial programs.
- Parents may be invited to attend **meetings** with faculty and mentors to discuss the student's progress and ways to provide additional support at home.

## 8. Policy Review and Amendments

This policy will be reviewed every **two years** to ensure its relevance and effectiveness in identifying and supporting slow learners. Any amendments or updates to the policy will be communicated to faculty, students, and parents.



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