





SHRI RAMSWAROOP MEMORIAL UNIVERSITY







Village – Hadauri, Post – Tindola, Lucknow-Deva Road,
Barabanki – 225003

Policy for Identification & integrated Intervention Measures for Slow Learners (w.e.f. session 2018-19)

Ref. No: SRMU/RO/Policy/ SLP/2017-18/ 11 Issue No. – 01 Date of Issue: 04 May, 2018	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
--	---	---	---	---

INDEX

S. No.	Details of Topic	Page. No.
1.0	Introduction	3
2.0	Policy for Identification	3-5
2.1	<i>Identification Policy for slow learners in the first year</i>	3
2.2	<i>Identification Policy for slow learners in the subsequent years</i>	3-4
3.0	Comprehensive integrated intervention measures	4-5
3.1	<i>Choice based credit system</i>	5
3.2	<i>Role of Teacher in the Class room</i>	5
3.3	<i>Types of Teaching approach to aid a slow learner</i>	5
3.4	<i>Assignments</i>	5
3.5	<i>Assessments</i>	5
3.6	<i>Environment</i>	6
3.7	<i>Teaching Beyond Normal Time</i>	6
3.8	<i>Other Measures</i>	6
Calendar for Slow Learners Programme		7-8

Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. - 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
--	---	---	---	---

Date of Issue: 04 May, 2018



1. Introduction

Students from various socio-economic backgrounds are admitted in the University and majority of them are first generation learners and having rural backgrounds. A very big challenge that University faces is the difficulty to deal with the slow learners. The student commonly called slow learners are one who perform much below the class averages from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. They have I.Q range approximately from 50-90. The noticeable characteristics of slow learners is a limited attention span, deficiencies in basic skills (reading, writing and mathematics), their difficulty in comprehending abstract ideas and most disconcerting, sometimes their unsystematic and careless work habits. Slow learners are usually taught in one of two possible instructional arrangements:

- 1) a class composed mostly of average students, in which certain percentage may be slow learners,
- 2) a class specially designed for slow learners.

It is a challenging task for the teachers to tackle slow learners and to make them learn the academic subjects. The following paragraphs outline the policy for identification and suggest comprehensive integrated intervention measures for slow learners.

2. Policy for Identification

Students are admitted in the University in the Diploma/Undergraduate programme in first year through regular entry/second year through lateral entry/Transfer cases in any year. Identification policy for slow learners is categorized as:

1. Identification policy for slow learners in first year.
2. Identification policy for slow learners in subsequent years.





2.1 Identification policy for slow learners in first year

Slow learners are identified at two stages:

- a) Before the commencement of semester
- b) After the commencement of semester on the basis of marks obtained in UTs

2.1.1 Before the commencement of Semester

Slow learners shall be identified after admission in first year through regular entry/transfer cases of diploma/ undergraduate programme on the basis of 'Basic Subjects' in class X/Class XII respectively. The cut-off marks in the basic subjects are less than 60%.

Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. - 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
Date of Issue: 04 May, 2018				3

SRMU _ Policy for Identification & Integrated Intervention Measures for Slow Learners

S. No.	Name of Course	Subjects
1.	B. Tech	Physics. Mathematics, English
2.	Integrated B. Tech+ M. Tech	Physics. Mathematics, English
3.	B. Arch	Physics. Mathematics, English
4.	B. Sc (Hons.)	Physics. Mathematics, English
5.	BCA, B. Sc (IT)	Mathematics, English
6.	BBA	Mathematics, English
7.	LL.B	English
8.	Integrated B.B.A+ LL.B (Hons)	Mathematics, English
9.	B.Com(Hons)	Mathematics, English
10.	Integrated B.Com+ LL.B (Hons)	Mathematics, English
11.	B.A (Hons)	English
12.	Integrated B.A+ LL.B (Hons)	English
13.	Diploma	Mathematics, English

Director, Admission & Public Relations shall provide the course-wise list of slow learners to the Director of Institutes on the basis of above criteria.

2.1.2 After the commencement of semester on the basis of marks obtained in internal assessment such as UTs or its equivalent





After the end of remedial classes slow learners shall join the regular classes of first semester. Suitable comprehensive integrated intervention measures for identified slow learners in stages-1 shall be undertaken till first internal assessment such as UT-1 marks or its equivalent are obtained.

After UT-1 or its equivalent ,slow learners shall be identified in each subject for U.G as well as for PG programme after result analysis of UT-1 marks or its equivalent as one who obtained marks equal or less than 40% by subject teacher and take comprehensive integrated intervention measures for slow learners till UT-2 marks are obtained.

After UT-2 marks or its equivalent are obtained subject teacher shall identify again slow learners as one who obtained marks equal or less than 40% of total marks of UT-1 and UT-2. This process of identification shall continue till UT-4 or its equivalent. There is possibility that after every subsequent UTs or its equivalent internal assessment, the strength of slow learners may increase or decrease or remain constant. It is the responsibility of subject teacher to identify slow learners during odd/even semester of first year and take comprehensive integrated intervention measures mention in para 3.

2.2 Identification policy for slow learners in the subsequent years

From second year onwards, slow learners in UG as well as PG programme shall be Identified for each subject after result analysis of UT-1 marks or its equivalent as one who obtained marks equal or less than 40% by subject teacher and take comprehensive

Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. - 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
--	---	---	---	---

Date of Issue: 09 May, 2018

SRMU _ Policy for Identification & Integrated Intervention Measures for Slow Learners

integrated intervention measures for slow learners till UT-2 marks or its equivalent are obtained.

After UT-2 marks or its equivalent are obtained subject teacher will identify slow learners as one who obtained marks equal or less than 40% of total marks of UT-1 and UT-2. This process of identification shall continue till UT-4 (as the case may be). There is possibility that after every subsequent UTs or its equivalent internal assessment, the strength of slow learners may increase or decrease or remain constant. It is the responsibility of subject teacher to identify the slow learners during odd/even semester of subsequent years and take comprehensive integrated intervention measures as mentioned in para 3.

3. Comprehensive integrated intervention measures

The Comprehensive integrated intervention measures are listed below for transforming slow learners into students with academic achievements

3.1 Choice based Credit System

Slow learners can get advantage from CBCS, as it has the flexibility in choosing credits. A student can exercise the option to decide his/her own pace of learning- slow/normal and sequence his/her choice of paper based on his/her capacity.

3.2 Role of Teacher in the Class room (Lecture + Tutorial)

For Slow learners, role of teacher are as under:

- i. Fixing the goal and prescribing the time table
- ii. Encouraging students even for small achievements
- iii. Giving importance in the class
- iv. Behaving as a friend to the slow learners
- v. Providing guidance from his/her level
- vi. Teaching the basics
- vii. Enhancing curiosity in the students
- viii. Enhancing confidence level in their interest areas
- ix. Giving memory tips
- x. Tracing out the physical and mental problem if any

3.3 Type of Teaching approach to aid a slow learners






- i. Compensatory teaching
- ii. Remedial Teaching

3.4 Assignments

- i. Giving shorter assignments with more variation, repeat work in various forms, give more hands-on work.
- ii. Encouraging for oral expressions instead of written reports.

3.5 Assessments

Use shorter tests, oral testing, redoing tests, short feedback at times, don't make students compete.

Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. - 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
Date of Issue: 09 May, 2018				

3.6 Environment

Reduce distractions, change seating to promote attentiveness, have a peer students, teacher, and allow more breaks.



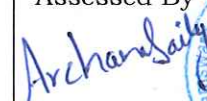

3.7 Teaching beyond normal time

Extra classes during weekend /summer/winter vacations

3.8 Other Measures

- i. Opening of library during extended hours
- ii. Change in seating arrangement
- iii. Interaction with parents

.....
.....

Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. - 01 Date of Issue: 04 May, 2018	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
---	---	---	---	---







Calendar for Slow Learners Programme
(All Courses: Second Year Onwards)

Description of Activities	Schedule [§]	Criteria	Responsibility
Identification of Learners	One week after the first internal assessment such as UT-1	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between first & second internal assessment such as UT-1 & UT-2 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the second internal assessment such as UT-2	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between second & third internal assessment such as UT-2 & UT-3 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the third internal assessment such as UT-3	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between third & fourth internal assessment such as UT-3 & UT-4 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the fourth internal assessment such as UT-4	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between fourth internal assessment such as UT4 & ESE.	≥ 40%	Subject Teacher

§ Four Internal Assessment for Diploma, U.G, MCA & Integrated (Engineering- U.G Subject) Courses

§ Three Internal Assessment for MBA Courses

§ Two Internal Assessment for P.G & Integrated (Engineering- P.G Subject) Courses





Ref. No: SRMU/RO/Policy/ SLP/2017-18/11 Issue No. – 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
--	---	---	---	---

Date of Issue: 04 May, 2018

Calendar for Slow Learners Programme**All Diploma, U.G Courses & Integrated (Engineering- U.G Subject): First Year**

Description of Activities	Schedule	Criteria	Responsibility
Identification of Learners	During admission	> 60% in Basic Subjects#	Director, Admission & Public Relations
Remedial Classes	After admission & before the commencement of classes	≥ 40%	Directors of respective Institutes
Integrated Intervention Measures	From commencement of classes till first internal assessment such as UT-1	≥ 40%	Subject Teacher
Identification of Learners	One week after the first internal assessment such as UT-1	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between first & second internal assessment such as UT-1 & UT-2 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the second internal assessment such as UT-2	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between second & third internal assessment such as UT-2 & UT-3 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the third internal assessment such as UT-3	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between third & fourth internal assessment such as UT-3 & UT-4 respectively	≥ 40%	Subject Teacher
Identification of Learners	One week after the fourth internal assessment such as UT-4	≥ 40%	Subject Teacher
Integrated Intervention Measures	Between fourth internal assessment such as UT-4 & ESE.	≥ 40%	Subject Teacher

#Refer para 2.1.2 of Policy for Slow Learners

Ref. No: SRMU/RO/Policy/ SLP/2017-18/ 11 Issue No. - 01	Compiled By  Deputy Registrar (Academics)	Checked By  Coordinator, Teaching, Learning & Evaluation	Assessed By  Director, IQAC	Approved By  Vice Chancellor
---	---	---	---	---

Date of Issue: 04 May, 2018