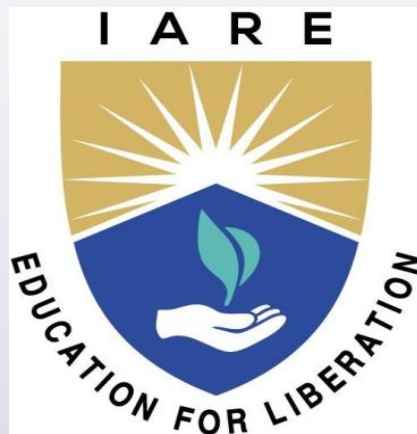# Process Manual for
# Slow Learners and Advanced Learners
# (Identification & Activities)



## INSTITUTE OF AERONAUTICAL ENGINEERING
**(Autonomous)**
Dundigal, Hyderabad - 500 043, Telangana

## 1. Introduction:

Within the classrooms faculty have to deal with different types of students; some are very intelligent who learnvery fast and some are quite weak who learn very slowly. Therefore it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention.

On the basis of their preceding exam performance, current subject performance and class observation, learning speed students can be classified in two groups; advanced learners and slow learners. Each type of students has different learning attitudes and learning habits. A faculty has to adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners.

The purpose of assessment of the learning levels of the students and conduction of activities for them is:

- Identification of the slow learners and advanced learners in the class
- To ensure that slow learners and advanced learners are taken care as per their needs
- To help them out for improvement in their academics.

The remainder of this manual describes the constituent parts of the slow learner and advanced learner identification process and activates for them and includes guidance on process.
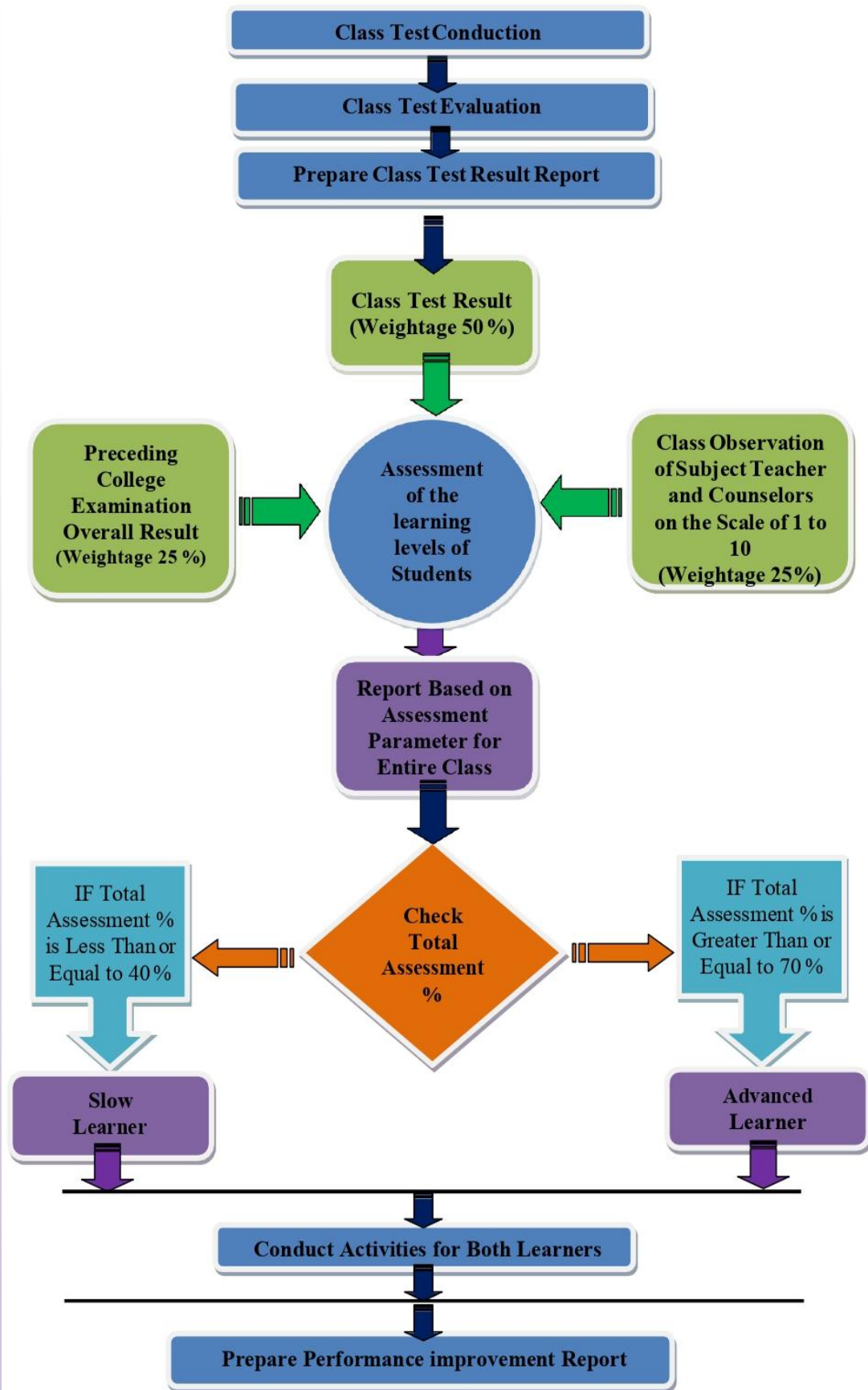
## 2. Process Inputs:

To start identification of slow and advanced learner process following inputs is needed
a. Preceding examination overall result
b. Class test result
c. Class observation by subject teacher and Counselor

## 3. Process of Slow learners and Advanced Learners (Identification and Activities):

The process of assessment of the learning levels of the students and conduction of activities for them should be carried out through a systematic procedure as shown in the flow chart and explained in detail as below:

```
┌─────────────────────────────┐
│    Class Test Conduction    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    Class Test Evaluation    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Prepare Class Test Result   │
│          Report             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Class Test Result       │
│     (Weightage 50 %)        │
└─────────────────────────────┘
              │
              ▼
```

Preceding College Examination Overall Result (Weightage 25 %) → Assessment of the learning levels of Students ← Class Observation of Subject Teacher and Counselors on the Scale of 1 to 10 (Weightage 25%)

```
              │
              ▼
┌─────────────────────────────┐
│    Report Based on          │
│    Assessment               │
│    Parameter for            │
│    Entire Class             │
└─────────────────────────────┘
              │
              ▼
```

IF Total Assessment % is Less Than or Equal to 40 % ← Check Total Assessment % → IF Total Assessment % is Greater Than or Equal to 70 %

Slow Learner                Advanced Learner

```
              │
              ▼
┌─────────────────────────────┐
│ Conduct Activities for      │
│       Both Learners         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Prepare Performance         │
│   improvement Report        │
└─────────────────────────────┘
```

**Process of Slow Learner and Advanced Lerner**

# 4. ASSESSMENT OF THE LEARNING LEVELS OF THE STUDENTS:

a. Slow learner and advanced learners would be identified for **each subject** separately by respective subject teacher for **all the semesters**.

b. Process to identify of slow learners and advanced learners would be conducted immediately after declaration of preceding semester end exam result (SEE) or Continuous Internal Examination (CIE),

c. Every subject teacher should conduct class test / online objective type test of their subject on syllabus covered till date or on first unit of 20 marks and duration of one hour to identify slow learners and advancedlearners.

d. Slow and advanced learners are identified based on following parameters and their weightage.

| S No | Parameter | Weightage in Percentage |
|------|-----------|------------------------|
| 1 | Marks obtained by student in objective type test /class test / unit test conducted for respective subject | 50% |
| 2 | Academic performance of students in preceding university examination | 25% |
| 3 | Subject teacher and Counselor observation | 25% |

e. For parameter no. 3 every subject teacher should assess each student on scale of 1 to 10.

f. Based on above parameter a report would be prepared for whole class.

g. The student securing marks <= 40% would be identified as Slow Learners and the student securingmarks above 70 % would be identified as Advanced Learners.

h. After that separate list are prepared for both type of learners for further monitoring and conduction ofproblem solving sessions /revision sessions for them.

i. Conduction of activities for Slow learners:

j. Provisions should be made in weekly time table by adding extra one hour to conduct problem solvingsessions /revision sessions/extra sessions

k. Make up / remedial classes and practical sessions should be conducted for Students to complete thesyllabus within time.

l. Personal Attention should be provided by respective subject teacher in teaching

m. Assignments and solving SEE question papers

n. Question bank

o. Counseling – special hints and techniques

p. Conduction of activities for advanced learners

q. Advanced assignments or tasks should be assigned to advanced learners

r. Encouragement to complete NPTEL/Advanced courses

s. Encouragement Participation in Seminars/Conferences/Technical Events

t. Assignment based on Model making/building

u. Industrial visits and industry sponsored internships

v. Platform should be provided through MoU's with various reputed Industries/ Research institute for the advanced learners to explore their talents.

**Activates Conducted for Slow Learner**



**Activates Conducted for Advanced Learner**
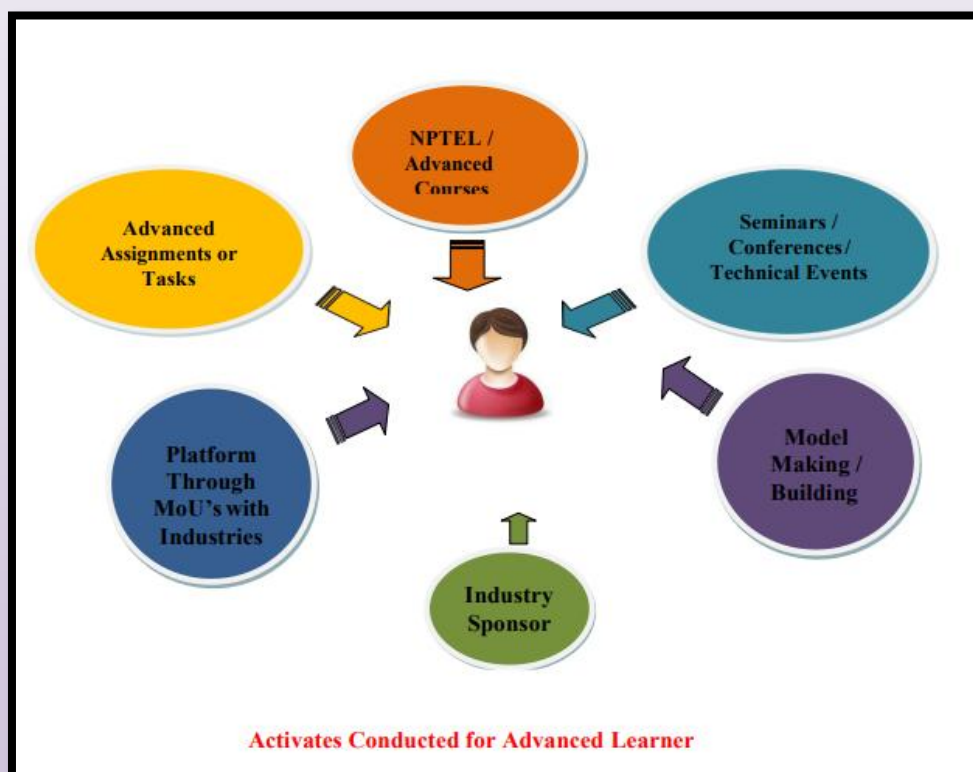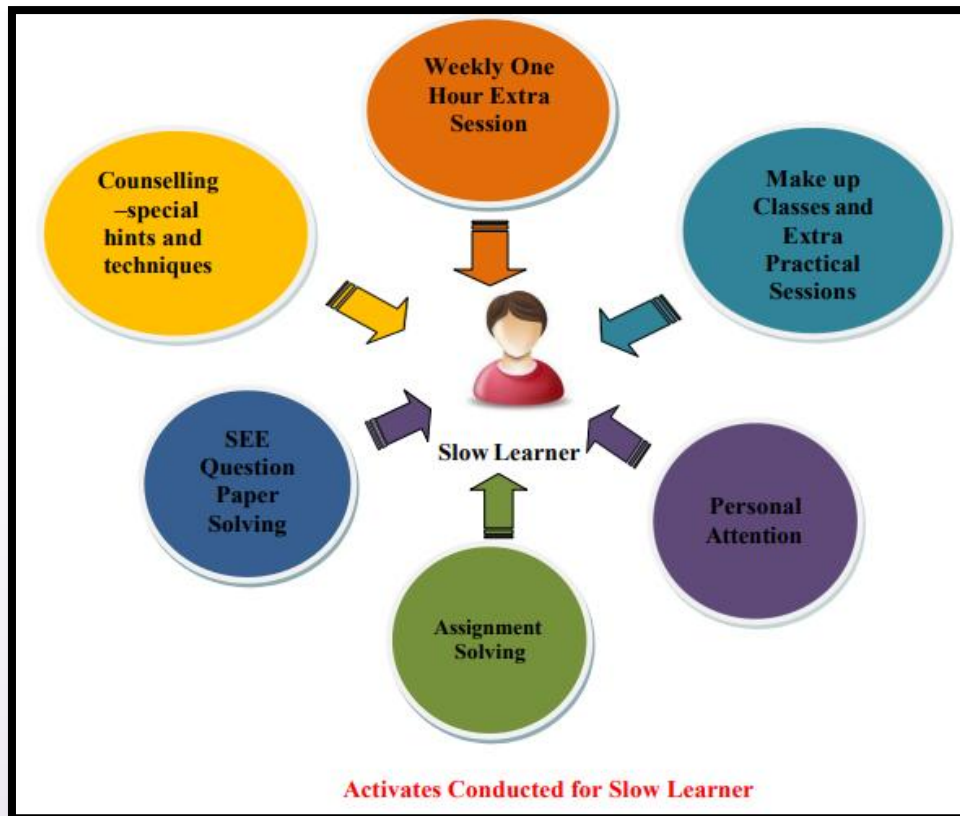
w. Preparation of Performance improvement report of slow learner

x. Each faculty should prepare report after external examination result declaration of current semester which shows the improvement in performance of slow learners to close the loop.

**5. ROLES AND RESPONSIBILITIES OF SUBJECT TEACHER/ CLASS TEACHER:**

a. Subject Teacher is responsible for carrying out different aspects of slow leaner and advanced learner identification and activities to be conducted

b. Subject Teachers will be responsible for:

c. Conducting class test on mid 1 of 25 marks and duration of one hour.

d. Evaluation of class test answer sheets and preparing the class test result report of class

e. Preparing and maintaining report for whole class based on parameter decided for

f. assessment of the learning levels of the students with their weightage

g. Preparing separate list of slow and advanced learners

h. Preparing schedule for extra sessions /problem solving sessions / revision sessions for slow learners.

i. Conducting the sessions for slow learners as per prepared schedule.

j. Maintaining the attendance of slow learners sessions.

k. Preparing the list of advanced assignment or list of tasks assigned to advanced learners.

l. Preparing the report after SEE result declaration of current semester which shows the improvement in performance of slow learners to close the loop.

m. Maintain the all records for slow learners and advanced learners activity

n. Documents to be maintained

o. Cover page for Slow & Adv. learners Activity

p. Report of result of class test / Internal and external test

q. Report of marks obtained based on above parameter

r. List of slow learners

s. List of Advanced Learners

t. Schedule of activity for slow learners

u. Attendance record for session conducted for slow learners

v. Report of performance improvement for slow learners

w. List / Record of tasks given to advanced learners

x. Expected Outcome

y. Timely conduction of slow learners activities

z. Records based on student progress and observation. aa. Improvement in SEE Results.

**Duties and Responsibilities of Dean – IOCS**

**IARE –** Internships, Outreach and Continuing Studies (IARE - IOCS)

**IARE – IOCS** is Science and engineering outreach, also called Education and Public Outreach or simply public outreach, is an umbrella term for a variety of activities by research institutes, universities, and institutions aimed at promoting public awareness (and understanding) of science and engineering and making informal contributions to the education

**Duties and Responsibilities:**

1. Develop strategic goals, objectives, annual work plan and budget for IARE –IOCS.
2. Develop MoUs and maintain partnerships with public and/or private organizations which provide internships and continuing studies
3. Develop national sessions and programs such as workshops, seminars, mentorship programs and hands on experience programs for faculty and students
4. Supervise monitoring and evaluation staff to ensure monitoring and evaluation of the progress of faculty and students is efficiently conducted.
5. Coordinating on-campus and community outreach events

**INTERN COORDINATOR WILL:**

- Inform the students of the importance of internships each semester.
- Inform students of internship employers, and requirements through scheduledmeetings and individual appointments.
- Monitor the student's progress with employers via Blackboard-Vista and personal visits when possible.
- At the end of the work period, an evaluation will be requested from the employer regarding the student.
- Integrates the student's background with the intern position in order to provide an experience relative to the student's career interests.
- Assists in bringing students and employers together for a mutually beneficial arrangement.