



INSTITUTE OF HEALTH SCIENCES

“a unit of Margdarsi”

Chandaka Village Bhubaneswar

**PROCESS MANUAL FOR
SLOW LEARNERS & ADVANCED LEARNERS
(IDENTIFICATION, ACTIVITIES, MONITORING)**



Process Manual for Slow Learners and Advanced Learners (IDENTIFICATION, ACTIVITIES, MONITORING)

❖ Preamble:

Within the classroom faculty must deal with different types of students; some are very intelligent who learn very 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.

For 1st year student's admission based on their previous academic records and observation of activities and brain streaming sessions during one week Induction/Orientation Program, the students are categorized into Advanced learner and Slow Learner.

For other year students based on 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 must 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, activates for them including guidance on process and Protocols followed to measure achievements**

❖ **Process Input:**

Orientation Induction Program

After admission process the first-year students and parents are welcome through Orientation Program followed by two hours induction program every day for one week. The partners in the induction program are Newly admitted students, Director, Principal, IQAC Coordinator, Administrative Officer, Examination Controller, Chair of Internal Complaint cell, Anti Ragging cell, Discipline Committee, Faculty mentors, Selected alumni, selected senior students, Invited distinguished people. Broader areas covered are

1. Meaning, purpose and relevance of admitted program in realizing the purpose of life.
2. National Development concerns, development perspectives and priorities.
3. Connect with community, world of work and global society.
4. Self-empowerment, motivation, team work and leadership development
5. Building a bond with faculty and mentoring.
6. Institutional rules and regulations, norms, academic and administrative structure and
7. learning resources.
8. Institutional culture ethos, etiquettes and manners and value system.
9. Available internal and external sources (curricular, co-curricular and extracurricular) for all-round and holistic development
10. Emerging career opportunities and challenges
11. E-learning resources, application of ICT and social media for making education employable

The activities during the Induction programs included Mentoring, Familiarization to Dept./Branch, Literary Activity, Lectures by Eminent People, Outreach Activities, Extra Curricular activities.

1. **Mentoring (Every day 30 Minutes):** Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Small groups of 10-15 students with a faculty mentor has been formed for discussions and open thinking towards the self. The six days activity during mentoring are .

Day 1: Student aspirations, family expectations

Day 2: Gratitude towards people helping me

Day 3: Human needs of (a) self and (b) body

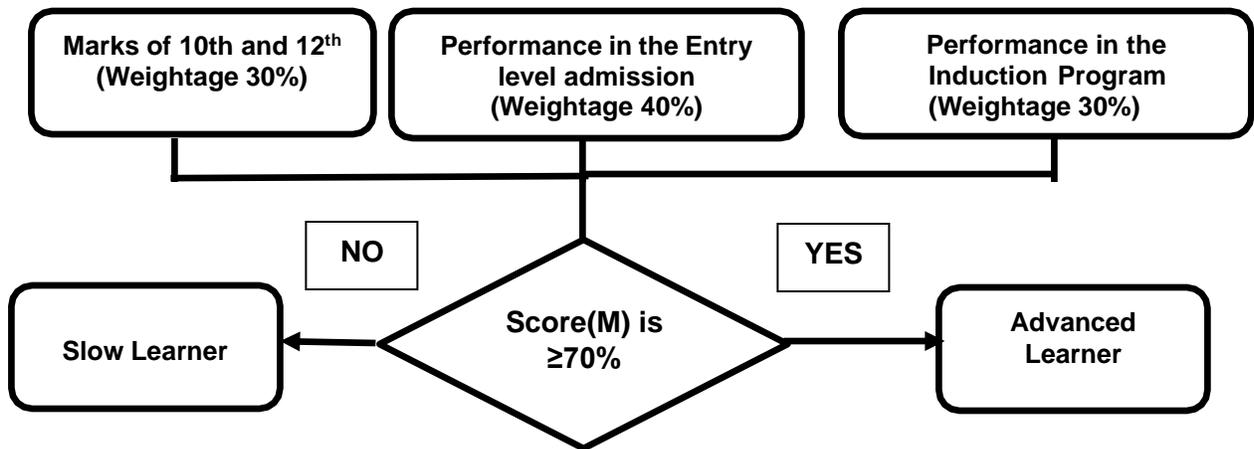
Day 4: Peer pressure

Day 5: Strength and Weakness Identification and Prosperity

Day 6: Relationship.

2. **Familiarization to Dept./Programme: (Alternate days 1 hour 30 minutes):** Students should be familiarized with their department/Programme of study/laboratories/ ICT facilities and other facilities. Besides an orientation helping them differentiate between **Intermediate** college life and **Professional career** life along with career prospects offered by specific courses.
3. **Literary Activity:** Literary activity includes reading a article assigned by mentor, writing its summary, and debating.
4. **Lectures by Eminent People:** Lectures by eminent people organized to provide exposure to students. The resource persons are alumni, professionals in the field of specialization.
5. **Outreach Activities:** Organized a visit along with the Mentors to observe the outreach activities conducted by the college. Objective is for bonding and understand their responsibility to society. The activity normally conducted during Saturday
6. **Extra-Curricular activities:** Students select the activity based on their interest and participated. The activities include both cultural and sports domain.

Identification Methods:



Rubrics for the evaluation

Marks for 10th Full mark 10	Marks for 12th Full mark 10	Entry Level Examination Full mark 10	Induction Program Activity (Full mark 20)	Full Mark 50
70 % and more - 10	70 % and more - 10	70 % and more - 10	Assessment through Quiz(15 marks) and Brain Storming sessions (5 marks) Proactiveness – 5 Marks Activeness – 4 Average – 3 Lazy and late response- 2	
60 % to 69% - 8	60 % to 69% - 8	60 % to 69% - 8		
Less than 60%- 6	Less than 60%- 6	Less than 60%- 6		

For subsequent semester/year of studies

To start identification of slow and advanced learner process following inputs is needed

- Preceding examination overall result
- Class test result
- Class observation by subject teacher

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:



1. Assessment of the learning levels of the students:

- Slow learner and advanced learners would be identified for **each subject** separately by respective subject teacher for **all the semesters**.
- Process to identify of slow learners and advanced learners would be conducted immediately after declaration of preceding semester university exam result or after one month of teaching in case of First year
- 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 advanced learners
- Slow and advanced learners are identified based on following parameters and their weightage.

Sr. 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 observation	25%

- For parameter no. 3 every subject teacher should assess each student on scale of 1 to 10.
- Based on above parameter a report would be prepared for whole class for total 100%.
- The student securing marks below 40% would be identified as Slow Learners and the student securing marks above 70 % would be identified as Advanced Learners.
- After that separate list are prepared for both type of learners for further monitoring and conduction of problem solving sessions /revision sessions for them.

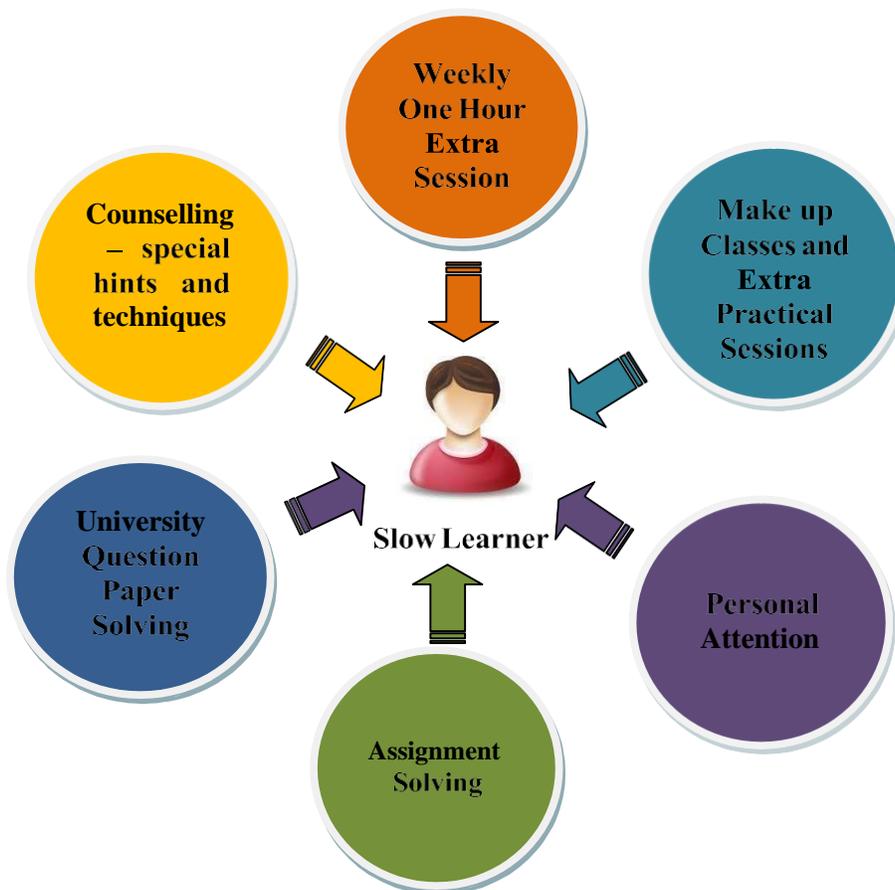
2. Conduction of activities for Slow learners

- Provisions should be made in weekly time table by adding extra one hour to conduct problem solving sessions /revision sessions/extra sessions
- Personal Attention should be provided by respective subject teacher in teaching
- Assignments and solving University question papers
- Question bank
- Counselling – special hints and techniques

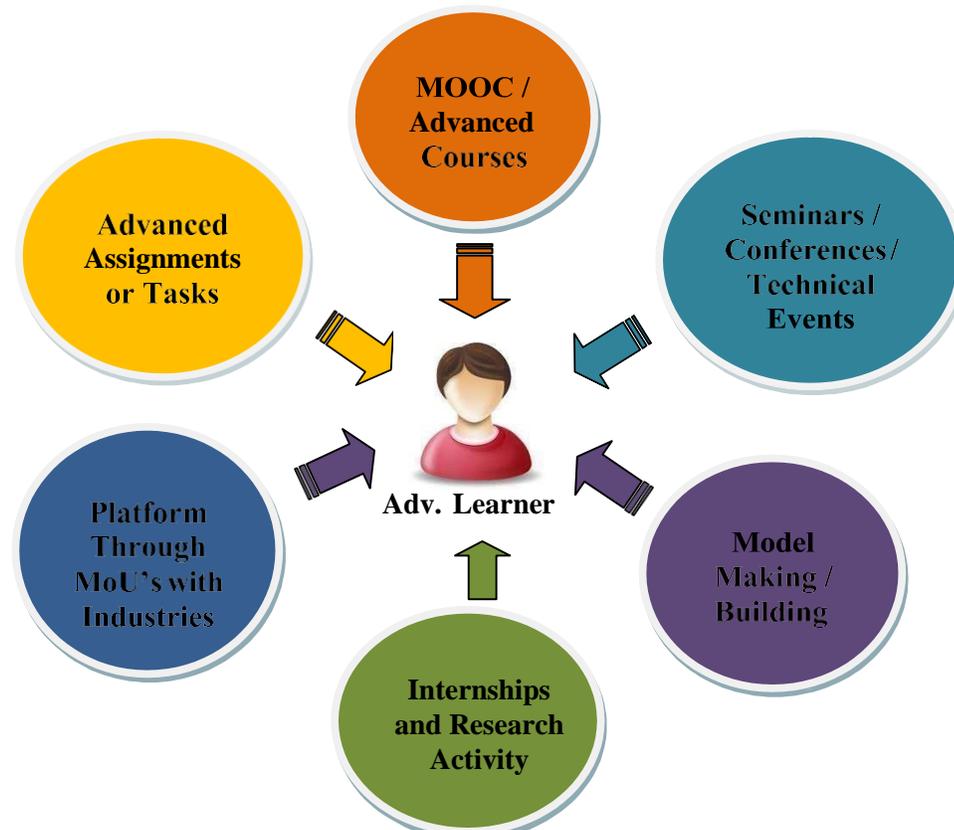
3. Conduction of activities for Advanced learners

- Advanced assignments or tasks should be assigned to advanced learners
- Encouragement to complete MOOC/Advanced courses
- Encouragement Participation in Seminars/Conferences/professional Events
- Assignment based on Case studies/ Patient care
- Hospital visits, Field Visits and internships
- 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 Adv. Learner

Apart from the generalized activities when ever required special activities like

- Design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials and special preparation for the exams.
- Getting the support of the advanced learners to the slow learners in making their learning process more participatory and interesting.
- Peer education strategies.

4. Preparation of Performance improvement report of slow learner

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

❖ Roles and Responsibilities of Subject Teacher:

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

Subject Teachers will be responsible for:

- Conducting class test on unit 1 of 20 marks and duration of one hour.
- Evaluation of class test answer sheets and preparing the class test result report of class
- Preparing and maintaining report for whole class based on parameter decided for assessment of the learning levels of the students with their weightage
- Preparing separate list of slow and advanced learners
- Preparing schedule for extra sessions /problem solving sessions / revision sessions for slow learners.
- Conducting the sessions for slow learners as per prepared schedule.
- Maintaining the attendance of slow learners sessions.
- Preparing the list of advanced assignment or list of tasks assigned to advanced learners.
- Preparing the report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.
- Maintain the all records for slow learners and advanced learners activity



❖ **Documents to be maintained**

- Report of result of class test / unit test
- Report of marks obtained based on above parameter
- List of slow learners
- List of Advanced Learners
- Schedule of activity for slow learners
- Attendance record for session conducted for slow learners
- Report of performance improvement for slow learners
- List / Record of tasks given to advanced learners

❖ **Expected Outcome**

- Timely conduction of slow learners activities
- Records based on student progress and observation.
- Improvement in University Result.

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2.2.1 Criteria to Identify Slow Performers and Advanced Learners and Assessment Methodology

The teaching at Institute of Health Sciences is always determined to be the student centric process. The Slow and advanced learners in the class are identified using various classroom formative assessments which help the teacher to identify the low learning group.

1. Formative assessments

a. Activity based teaching

1. Quick quizzes

2. Mind Mapping

3. Role play

b. Periodic internal assessments

2. Summative assessments

1. Pre-Final examination

2. University examination

3. Psychometric assessments

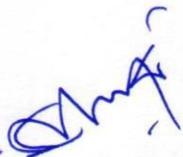
a) Wechsler Adult Intelligence Scale

b) Big -Five personality test

Criteria and details to identify low performers and advanced learners assessment

Methodology

Learners assessment tools used are Wechsler Adult Intelligence Scale, PGI Memory Scale and Personality tests. After identifying their learning pace and style we conduct a workshop called as Intellectual learning in Rehabilitation Sciences Practices.


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