



MOTHER THERESA INSTITUTE OF PHARMACEUTICAL EDUCATION & RESEARCH

(SPONSORED BY THERESA SAMUEL GEORGE SOCIETY)

Approved by PCI & AICTE, New Delhi. Affiliated to JNTU Anantapur

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POLICY ON IDENTIFYING AND SUPPORTING SLOW LEARNERS THROUGH EXTERNAL EXAMINATIONS

1. Introduction

The policy aims to systematically identify slow learners through external examinations conducted by Jawaharlal Nehru Technological University Ananthapur (JNTUA), and to provide targeted remedial classes to support these students. This initiative is designed to enhance the academic performance of slow learners and ensure they achieve their full potential.

2. Objectives

- To identify slow learners based on their performance in external examinations.
- To provide structured remedial classes aimed at improving their academic skills.
- To monitor the progress of slow learners and adjust support strategies accordingly.
- To foster an inclusive learning environment that caters to the needs of all students.

3. Identification of Slow Learners

3.1 External Examinations

External examinations conducted by JNTUA will serve as the primary tool for identifying slow learners. These examinations are standardized and provide a reliable measure of students' academic performance. Performance thresholds will be established based on historical data and academic standards. Students scoring below these thresholds will be identified as slow learners.

3.2 Criteria for Identification

Students scoring below 50% in their subjects will be flagged for further evaluation. Consistent underperformance across multiple subjects will trigger automatic inclusion in the remedial program. Special consideration will be given to students with documented learning disabilities or other extenuating circumstances.

4. Remedial Classes

4.1 Structure and Schedule

Remedial classes will be conducted after regular college hours to avoid conflicts with standard academic schedules. Classes will be held at least two weeks, with each session lasting 1-2 hours.



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Subjects covered in remedial classes will focus on areas where students show the most significant deficits.

4.2 Curriculum and Teaching Methods

The curriculum for remedial classes will be tailored to address the specific needs of slow learners. It will include foundational concepts, problem-solving techniques, and study skills. Interactive and student-centered teaching methods will be employed. These may include peer tutoring, group discussions, and hands-on activities. Educational technology, such as e-learning platforms and interactive software, will be integrated into the teaching process to enhance engagement and learning outcomes.

5. Monitoring and Evaluation

5.1 Progress Tracking

The academic progress of students in the remedial program will be closely monitored through regular assessments and feedback sessions. Individual progress reports will be maintained for each student, documenting improvements and areas needing further attention.

6. Quality Assurance

6.1 Continuous Improvement

The remedial program will be subject to regular review and evaluation to ensure its effectiveness and relevance. Feedback from students, faculty, and parents will be used to continuously improve the program.

6.2 Reporting and Accountability

Regular reports on the performance and progress of the remedial program will be submitted to the college administration and JNTUA. Accountability measures will be in place to ensure the program's goals are being met and resources are used efficiently.

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