



OFFICE OF DEAN ACADEMICS

KLEF/ODA/2.14/P214002/2022/V1.0

Date: 27/08/2022

Title: Identification of Slow and Advanced Learners

1. Policy:

This policy aims to establish a framework for the systematic identification and support of slow and advanced learners within KLEF. Recognizing the diverse learning needs of our student body, this policy seeks to ensure that all learners, irrespective of their pace of progress, receive appropriate guidance, interventions, and opportunities for academic and personal growth.

Description:

Slow Learners: Students who require additional time and support to achieve learning outcomes at a pace typical for their peers.

Advanced Learners: Students who demonstrate a capacity to grasp concepts and skills at an accelerated pace and may benefit from more challenging academic opportunities.

2. Outcomes:

- 2.1 To ensure that the individual learning needs of both slow and advanced learners are identified and addressed.
- 2.2 To provide tailored academic and support services to facilitate optimal learning outcomes for all students.
- 2.3 To foster an inclusive and supportive learning environment that respects the unique learning profiles of each student.

3. Guidelines:

3.1 Identification Process:

- 3.1.1 Initial Assessment: At the beginning of each academic year, all students will be assessed

through In-Semester test and/or teacher observations to gauge their learning levels.

3.1.2 Ongoing Monitoring: Continuous evaluation and monitoring by faculty and counsellor will help identify students displaying signs of slow or advanced learning patterns.

3.1.3 For the identification of slow learners following criteria are to be taken into consideration.

- In-Sem / Initial test score is less than 50%.
- Slow reaction time.
- Limited self-direction.
- Lack of motivation and interest.
- Lagging in dealing with higher order problems.
- Low capacity to comprehend core concepts and their application.

3.1.4 For the identification of advanced learners following criteria are to be taken into consideration.

- In-Sem /Initial Test score is more than 75%.
- High grasping capacity.
- Quick responses.
- Self-directed and self-motivated.
- Strong mental ability to deal with higher order problems.

3.1.5. Interventions and Support:

- Slow Learners:

Personalized Learning Plans: Individualized academic plans (Deceleration) will be developed to address the specific needs of slow learners, focusing on targeted support in areas of difficulty.

- Additional Support: Remedial Teaching, Counselling /Mentoring, Peer Mentoring (by Advanced Learners) and Study hours (For Hostlers), Additional Course Material.
 - Flexible Timelines: Slow learners may be granted extended deadlines for assignments, assessments, and examinations.
 - Advanced Learners:
 - ✓ Enrichment Programs: Advanced learners will be offered opportunities for

accelerated learning through enriched coursework, research projects, Hackathons, Global Certifications, Super Dream Offers and Interdisciplinary studies (Honors /Minor Degree).

- ✓ Mentorship and Guidance: Faculty mentors will guide advanced learners in exploring specialized fields of interest and pursuing advanced projects.
- ✓ Fast-Track Options: Students with advanced capabilities may have the option to complete courses ahead of schedule.

3.1.6. Academic Flexibility:

Course Options: Students will be allowed to choose from a range of course offering modes (Regular, Advanced, Peer Mentor) that cater to their learning needs, whether they require additional reinforcement or seek more challenging material.

3.1.7. Awareness and Training:

Faculty Development: Faculty members will receive training on identifying and addressing diverse learning needs and implementing inclusive teaching strategies.

3.1.8. Confidentiality and Privacy:

All student information and assessment results will be treated with the utmost confidentiality and will only be shared with relevant personnel on a need-to-know basis.

3.1.9. Grievance Redressal:

A dedicated grievance redressal mechanism will be established for students or parents to raise concerns related to the identification and support process.

3.1.10. Review and Revision:

This policy will be periodically reviewed and updated based on feedback, best practices, and evolving educational standards.

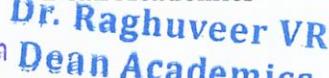
By adopting this policy on the identification of slow and advanced learners, KLEF reaffirms its commitment to nurturing an inclusive, supportive, and dynamic learning environment that caters to the diverse needs of its student community.



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