

SOP For Identification of Weak Students and Remedial Action to be Taken.

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Abstract: A class comprises of students of different grasping levels and capabilities and hence it becomes a really difficult task for a teacher to teach all of them with the same pace and stipulated time period. The students in a class can be categorized on the basis of their academic excellence and then additional efforts can be taken accordingly for a group of students. Also, extra assignment can be given to fast learners. Broadly, this can be divided into three steps i.e. identifying the factors that directly have an impact on student's performance, Individual analysis of students as per the institutional framework (Mentor-mentee, class teacher, Head of department, Grievance cell, Principal), Using these first two steps, how to enhance the student's performance in all aspects. This paper is a small effort to initiate the process of identifying, analyzing and providing solution for all round development of slow learners and fast learners.

Keyword: Institutional framework, Grievance cell, Mentor-mentee

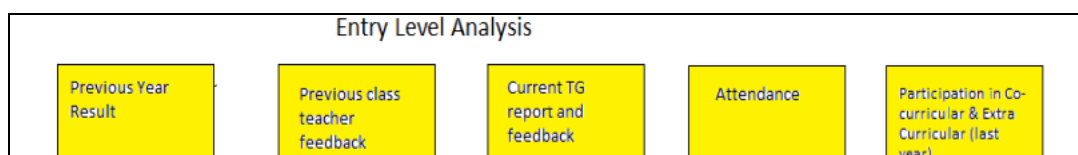
I. Introduction:

The students who get admission for professional courses come from varied backgrounds and previous knowledge/ skillsets. There are ample of chances that they may struggle in the beginning of the course to understand the subjects. Prime concerns for any teacher in teaching learning process, while teaching a subject in a class are response from students, syllabus completion, maintain interest/ understanding level, timely submission of assignment from students. Irrespective of any situation, a teacher is supposed to cover slow, moderate and quick learners which is a big challenge in reality. To find a slow learner or a weak student in a class is really difficult not only for a teacher but to parents, also. This is because slow learners are similar in their response, appearance and reactions as the quick learners. The irony is that the behavior of slow learners can be exactly opposite outside the classroom from the one that is inside the class [1].

A slow learner basically has an urge to learn but can not cope up with the teaching learning process in the initial phase (first few semesters) because of some problem and then later on this gap between what is going on in class and what is understood slowly goes on widening. The piling up of the things then makes it real difficult for the student to catch up with the syllabus that is going on in class.

II. How to identify the slow learners in a class:

Slow learners are not mature enough to deal with human relations. Their performance level is below the average performance of class. They normally have a poor self-image. Self-esteem of such students is low and their self-expression is noticeably awkward. Their concentration levels are either very low or last for very short time. The speed at which any task is performed by them is slow. Their academic achievements are consistently low [2]. When a set of instructions is given to them, they really are confused from where to begin. Reasoning skills and higher order thinking skills are poor in slow learners. In the class, such students can be clearly seen lagging behind when any assignment/ numerical problem is given to solve.

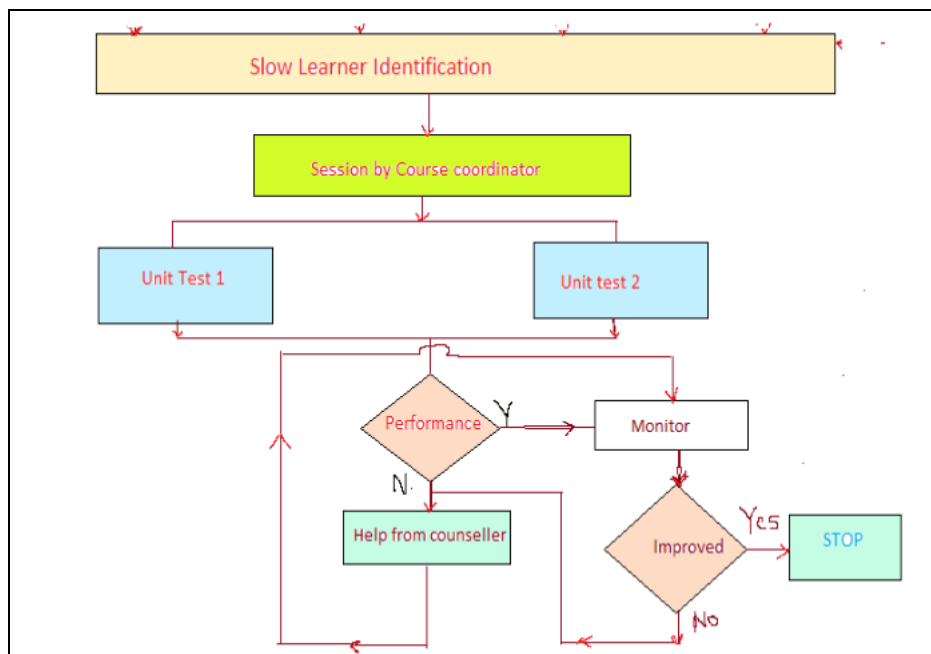


III. Smart handling techniques for slow learners:

A great amount of patience and observation skill is required to identify such slow learners in class. **Flexibility** of the teacher to improvise upon the teaching process/ methodology so that the slow learners also can cope up with the teaching-learning process is very important. A compassionate teacher can do wonders in handling slow learners effectively.

Not every one in this world can understand and remember the things when are taught/ told once so **patient repetition** of concepts by the teacher more than once, will make the slow learners grasp it slowly. Few topics can be taught subconsciously enough that the learners won't even understand that they are being taught. Slow learners can also be somehow or the other included in the teaching learning process so that the feeling of left out/ lagging behind/ un-noticed can be fed away. The small contribution in the teaching learning process can boost up their morale to put more and more efforts to align themselves with average learners. The **real-life examples** or situations if are correlated time to time by the teacher in their explanation of a topic/ concepts, a greater impact will be created and will be easier for all the students to digest the concept and remember it in a longer run. **Interactive sessions** wherein the teacher instead of confining himself/ herself to the dais space in front of the blackboard, goes to the desks of students and speaks to them, solves their queries on their desk also helps. This is really vital for the slow learners as they don't have the confidence to raise hands and ask their difficulty/ query in front of the whole class. Attending slow learners personally and individually plays a vital role in this process. After every explanation of difficult topic, teacher should give some time to the students to ask questions and further discuss it for a while. To increase the concentration level, a moderate number of **breaks** should be given by the teacher in between the one-hour session. **Amicable or informal** talk once in a while will bridge the communication gap between student and teacher as a human being. The informal/ general topic of discussion can be a headline of that day in newspapers and then discussion on it to find out their views on it. **Teacher's concern, care and love** are to be reflected all along through such healthy discussions [3]. Teachers should try to include the students and make the teaching as interactive as feasible through activities like quiz, puzzle etc. **Humor** can bring liveliness in the class and also boosts

mood of students. The fun that is created by humor enhances comfort level of students in the class. To avoid **piling up of confusions**, misunderstandings and chaos in the class, remedial sessions should be conducted regularly by teachers on weekly basis. Consistently being **patient** is needed for the teacher while dealing with slow learners. **Friendly environment** in the class eases out the unnecessary pressure on young minds.



Activities like calling the students by their names, asking students to solve a sum on the board, asking them to pass papers to other students, asking them the next step to solve a numerical while solving it on the board stepwise, and changing their seating arrangements etc. increases the activeness of students in the class makes them alert throughout the session. Such activities make them believe that teacher has faith & confidence in them. Being attentive, the students slowly start taking interest in the teaching.

IV. Assessment of the learners:

Continuous evaluation through regular tests slowly increasing the difficulty level helps the teacher to evaluate performance of students. Starting from simple questions like Fill in the blanks, match the pairs, multiple choice questions, True or false, complex questions like describe, elaborate, write short note etc can be asked in the evaluation process. The evaluation should be done starting from a topic then a lesson, a unit, two units and so on. The continuous process helps the students do better and better each time as the syllabus content goes on increasing. These questions are set by the teachers as per the Bloom's taxonomy so that the thinking (knowledge & intellectual) and analysing skills are evaluated in a particular order. The teacher should get feedback from students on it at regular intervals without creating any pressure or stress. Small feedback on each evaluation should be given to the learners so that they can improve their performance in an ever-increasing graph. Re-solving of the tests, extra assignment to solve questions, conducting viva (oral tests) should also be done after the tests.

V. The don'ts while dealing with slow learners:

A teacher should **never blame** or make the slow learners feel guilty increasing their mental pressure. Teachers should not say anything to them in front of the whole class that will take their moral down [4]. Teacher should never **compare** these students with the rest of them by confronting them in any way. Care should be taken while setting question papers that the **difficulty level** of any question paper should be such that an average student should be able to perform with a decent score. If any specific problem is identified in any particular slow learner, it should **not be ignored**. A proper action should be taken with proper discussion with the respective parents.

Teaching learning process being a bi-directional process, students should be encouraged to put up their views/ opinions. The slow Lerner should be comfortable to approach the teacher in case of any difficulty without feeling pressure. Slow learners should be provided with some **extra time and space**. Slow learners should be slowly included in the mainstream with their continuous improvement.

In any group activity, the slow learners should be given equal opportunity to get involved in the assigned task. The sense of responsibility can make them active and alert and feel that they can positively contribute to the activity. The slow learners should also be **appreciated** on successful completion of the task, timely doing their part, managing the work assigned and helping others, too.

VI. Hurdles while dealing with slow learners:

Sometimes, it's a mental block in slow learner's mind that they can never perform well. At such times, professional help can be taken to counsel the student. Teachers can not devote quality time to all the slow learner's individually because of time constraint on campus stay. The moral support from family is also an important factor in the improvement in performance of slow learners. In other words, the efforts of teachers and parents should go hand in hand while dealing with a slow learner. The teachers of the respective class (teaching different subjects & practical) should have a joint mission to work on the slow learners to get better results and impact.

VII. Conclusion/ Summary:

The final goal is to include the slow learners in the mainstream. Early warning of poor academic performance gives sufficient time for the teachers to improve the performance of the slow learners. The continuous and coordinated efforts by all the teachers can affect the overall improvement in personality and attitude of the slow learners. As per the proverb, 'A stitch in time saves nine', if proper actions are taken well in time, the performance of the slow learners can be improved to a great extent by teachers.

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