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Standard Operating Procedure

For

Slow and Advanced Learners

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Standard Operating Procedure (SOP) For Slow and Advanced Learners

1 Preamble

In higher educational institutions, students demonstrate varying learning abilities and may be categorized as slow, moderate, and advanced learners. Identifying these learner categories is essential to provide appropriate academic support and ensure effective learning outcomes. By promoting personalized learning pathways and targeted academic engagement, the institution aims to ensure that every student progresses effectively and achieves their full potential.

2 Methods of Identification

The identification process shall be conducted based on the student's CGPA and number of arrears obtained in the previous semester for appropriate learner classification.

Advanced Learners

- CGPA $\geq$ 7.5
- No arrears / No NE status

Slow Learners

Table 1: Slow Learners

Student Category	Criteria
First Semester	Based on CIA Performance (Failed in more than 3 courses)
Second Semester	2 or more arrears or NE Status
Second Year onward	More than 3 arrears or NE status

3 Confidentiality and Data Privacy

The identified lists shall be:

- Maintained confidentially by course faculty
- Shared only with the Head of the Department (HoD)
- Not disclosed publicly to prevent bias or discrimination

4 Activities for Slow Learners

The institution adopts structured academic interventions to support slow learners and improve their academic performance:

1. Formation of small groups of 2–3 slow learners to facilitate group discussion, collaborative study, and mutual learning under faculty guidance.
2. Study Materials: Provision of easy-to-understand notes, question banks, and reference materials
3. Attendance Monitoring: Regular follow-up to prevent Not Eligible (NE) status.

5 Activities for Advanced Lear ners

The institution provides enrichment opportunities to enhance the academic and professional growth of advanced learners:

1. Research and Publication
2. Competitive Exam Preparation
3. Start-up and Incubation Activities
4. Contest/Competitions/Hackathons

6 Special Remedial Activities for Students with Arrears

The institution provides targeted and structured remedial support for students having more number of arrears to facilitate course completion and academic progression.

1. Remedial Classes: Dedicated sessions conducted beyond regular class hours focusing on difficult/problem based courses.
2. Previous Year Question Practice: Intensive practice sessions using past Semester End Examination question papers with guided solutions.
3. Weekly Assessment Tests: Conduct of short tests to monitor progress and identify areas requiring further improvement.

Outcome

- Reduction in number of arrears across semesters
- Improved pass percentage in backlog courses
- Enhanced conceptual understanding and academic confidence
- Prevention of repeated failures and NE cases
- Progressive transition of students towards regular academic performance

7 Continuity, Monitoring, and Reclassification

Table 2: Continuity, Monitoring, and Reclassification

Category	Criteria / Monitoring
Monitoring of Slow Learners	• Continuous academic support in subsequent semesters • Monitoring based on SEE performance, arrears, attendance, eligibility, and participation in remedial activities
Reclassification as Improved Learner	• Improvement in SEE performance • Reduction or clearance of arrears • Satisfactory attendance and eligibility • Regular participation in remedial activities
Reclassification as Advanced Learner	• Consistently high academic performance • No arrears and no NE status • Active academic engagement
Continuation of Advanced Learners	• Advanced learners may continue under the category in the subsequent semester for academic enrichment and support
Validation of Advanced Learner Status	• Consistent academic performance • No arrears and no NE status • Participation in internships, competitions, research, professional society, publication, start-up, and incubation activities

8 Roles and Responsibilities of Course Coordinators

The course faculty shall be responsible for the effective implementation of this policy:

- Identification of slow and advanced learners
- Preparation of schedules for remedial and enrichment activities
- Conduct of sessions and monitoring student participation
- Learning materials provided (notes, question banks, etc.)
- Preparation of improvement reports for slow learners
- Maintenance of outcome analysis reports

9 Roles and Responsibilities of Remedial Coordinators

- Course-wise list of slow and advanced learners (confidential)
- Remedial class schedules and timetables
- Records of activities conducted for slow and advanced learners
- Attendance records for all sessions

- Improvement reports
- Arrear and NE tracking records

10 Measuring Outcome and Impact Analysis

The institution tracks the academic progression of students to evaluate transformation:

- Movement of students from slow learner category to advanced learner category
- Reduction in academic risk indicators (arrears and NE status)
- Overall improvement in academic performance and learning outcomes

