STANDARD OPERATING PROCEDURE FOR SLOW AND ADVANCED LEARNERS

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1. Objective

To identify slow and advanced learners and provide them with appropriate support to improve their academic performance.

2. Scope

This SOP applies to all teaching staff members, mentors, department remedial class coordinators, and Heads of Departments (HoDs) at Kottakkal Farook Arts and Science College.

3. Responsibilities

- Principal
- Examination Control Office
- Heads of the Respective Departments
- All Teaching Staff Members
- Mentors

4. Procedure

- Kottakkal Farook Arts and Science College provides equal learning opportunities for every student at all levels of learning. The flexibility in course credit registration enables students to cope with coursework while considering their academic strength and capability. Faculty members need to address different types of students within the classrooms— some learn very fast and others learn slowly. Therefore, it is necessary to determine the abilities of the students in the class. Based on the abilities identified, some students need only guidance, while others require significant attention and hard work.

- The college provides learning opportunities at various levels based on students' performance in continuous internal assessments. After identifying gaps, bridge courses are held for the benefit of slow learners. Generally, based on their learning speed, students are classified into two groups: Slow and Advanced learners. Each type of student has different learning attitudes and habits. Faculty members

must adapt their teaching methodology to maintain the attention of slow learners without boring advanced learners.

- As part of the regular teaching-learning process, remedial classes for slow learners are held. Advanced learners are given tasks to help them improve their critical thinking skills. Throughout the academic year, slow learners are given special classes to help them improve their grades based on continuous internal evaluation. E-learning videos containing video lectures and lecture notes are provided for the benefit of slow learners, allowing them to learn at their own pace. Advanced learners are encouraged to practice on various higher learning platforms, MOOCs, SWAYAM, and participate in full semester internships.

5. Process of Identification of Slow and Advanced Learners

- The institution follows a procedure to identify slow and advanced learners.
- Identification Criteria for Slow Learners and Activities Conducted
- Students securing 50% of marks in ≥50% of courses are considered slow learners.
- Special remedial classes are conducted for slow learners after college hours.
- Student counselors follow their progress regularly and support them to overcome difficulties in study.
- Attendance of the students is taken and reported to the respective department.
- Performance of students is communicated to parents through telegram and progress reports after continuous internal assessments. Parents' meetings are arranged to take corrective measures to improve performance.
- Tools such as models, pictures, animated videos are employed to enhance the learning process of slow learners.
- Special remedial classes (both offline and online) after college hours and exam-oriented coaching classes with simplified study materials, solved tutorial question banks, ppts, and handouts for each course are arranged for slow learners.

- Collaborative learning is encouraged by forming teams to discuss and clarify doubts
- Additional bridge courses are conducted after college hours for one month after the commencement of class work. Course material is provided, and the tutorial question bank for the respective course is discussed at the end of the class.
- Students Who Fail in Semester Exams
- Special classes are conducted for students who fail before they appear in supplementary examinations.
- Expected Outcomes for Slow Learners
- Improved performance in internal assessment examinations and semester-end examinations.
- Increased number of students clearing previous arrear courses.
- Counseling by faculty and parents must create a positive mindset and help overcome difficulties faced by slow learners.
- Improvement in understanding the courses by the students.
- Initiatives to Encourage Advanced Learners
- Students clearing all the courses in the first attempt in semester-end examinations (SEE) are considered advanced learners.
- One or more of the following options shall be used:
- Skill-Up Program: Specially designed employability courses to achieve high-impact jobs.
- Accelerator Courses: Students with a CGPA of 7.5 or higher are encouraged to take up any one additional course of the next higher semester as decided by the Program head.
- Full Semester Internship: Leading to research publication.
- Coaching for Competitive Exams: Special counseling and classes will be held separately. Completion of MOOCs through NPTEL-Swayam.
- Participation in Co-curricular Activities: Encouraged to participate in symposia, workshops, and conferences, and activities of the college's clubs, and to organize technical events.

- Expected Outcomes for Advanced Learners
- Excel both in academics and co-curricular activities.
- Appreciable placement record.
- Increased participation in various events/competitions and a rising number of students excelling year by year.

6. Documentation and Records

- All records of remedial class schedules, student attendance, and evaluation sheets will be maintained by the department remedial class coordinator.

7. Review and Compliance

- The Principal and Academic committee/IQAC will review this SOP annually.
- Any updates or changes to the procedure will be communicated to all relevant staff members.

8. Approval

- This SOP is approved by the principal college council and is effective from [Date].
- Principal's Signature
- Date:

9. Distribution

This SOP will be distributed to all teaching staff members,mentors, department remedial class coordinators, HoDs, and relevant administrative staff. Copies will be available in the college's digital repository and on the intranet.