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Ref. No :	TMU/R.O./2024-25/Adm/024	Date:	12.08.2024
SOP No :	13.0	Issued By:	Registrar
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## Standard Operating Procedure

### Identification of Slow and Advanced Learners (Process and Outcome)

#### 1. Scope

This SOP is to identify the slow learners and advanced learners to help them out for improvement in academics.

#### 2. Introduction

The University has implemented a comprehensive mechanism to assess and address the learning needs of students. Developing a mechanism for identifying both slow and advanced learners among college students is highly significant for several reasons, as it enables educators to tailor their teaching strategies, provide targeted support, and foster an inclusive learning environment. Within the classrooms, faculty have to deal with various types of students; few are very intelligent who learn fast and few are quite weak who learn slowly. Therefore, this is required to find the abilities of the students. It ensures that all students receive the attention and resources they need to succeed, thereby contributing to their academic, personal, and professional growth. Each student has different learning attitudes and learning habits.

**Advanced Learners:** Advanced learners are students who demonstrate exceptional abilities and achievements in their academic pursuits, requiring specialized support and opportunities to fully realize their potential.

**Slow Learners:** Slow learner students are those who need more time and support to learn and understand new concepts. With the right educational strategies and support systems, these students can achieve success in their academic endeavors.

#### **Roles and Responsibilities of Course Faculty**

The course faculty is responsible for carrying out different aspects of slow and advanced learners including identification and activities to be conducted.

- Conduction of class test
- Preparation of marking scheme and assessment rubrics
- Evaluation of answer sheets and preparation of award list



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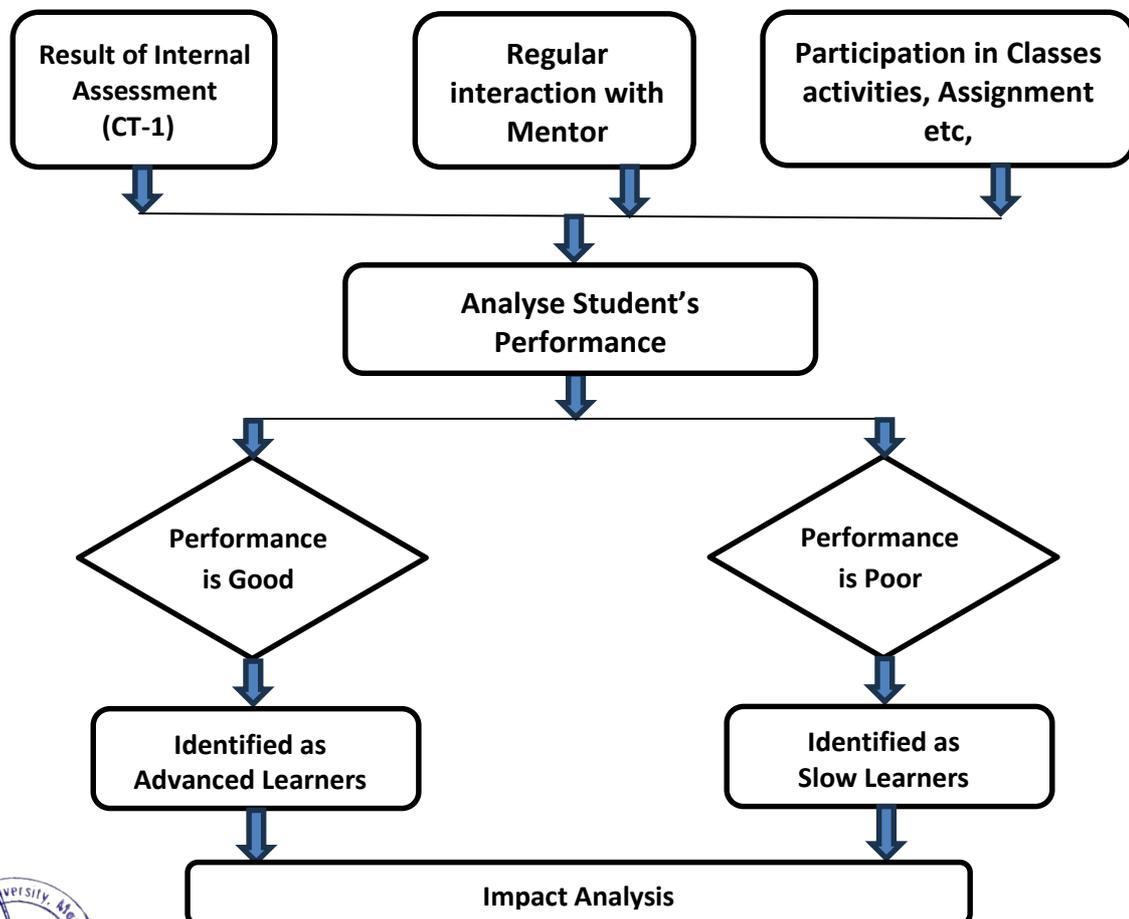
- Identification of slow and advanced learners
- Preparation of schedule for extra classes/ problem solving sessions/ revision sessions for slow learners and maintenance of records
- Preparation of list of advanced assignments or task list for advanced learners
- Preparation of improvement reports
- Maintenance of activity outcome reports for slow and advanced learners

### 3. Process Input regarding identification

To identification of slow and advanced learners, the following inputs are needed:

- Result of Internal assessment (CT-1)
- Regular interaction with Mentor
- Participation in Co-curricular & Extra-curricular activities

### 4. Process to Identification of Slow and Advanced Learners



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**A) Identification of Slow Learners**

**a) Result of Internal assessment (CT-1):**

Student who has secured less than 50% marks in internal class test-1, be will considered as Slow learner.

**b) Regular interaction with Mentor:**

Mentor will interact with Student at least once in a week and assess his/her performance in class, how quickly and accurately students respond to questions during lectures or discussions, track performance over time to identify students who consistently score below average or show a decline in performance. If mentor found slow progress of student or required some extra attention/motivation, Mentor can consider this student as slow learner.

**c) Participation in Co-curricular & Extra-curricular activities:**

Mentor will track student participation in co-curricular activities, such as clubs, sports, or cultural events. If the student who either do not participate or exhibit low enthusiasm and engagement in these activities Mentor can consider this student as slow learner.

**B) Identification of Advanced Learners**

**a) Result of Internal assessment (CT-1):**

Student who has secured more than 75% marks in internal class test-I, be will considered as advanced learner.

**b) Regular interaction with Mentor:**

Mentor will interact with Student at least once in a week and assess his/her performance in class, how quickly and accurately students respond to questions during lectures or discussions, track performance over time to identify students who consistently score above average or show a growth in performance. If mentor found excellent progress in student performance, Mentor can consider this student as advanced learner.

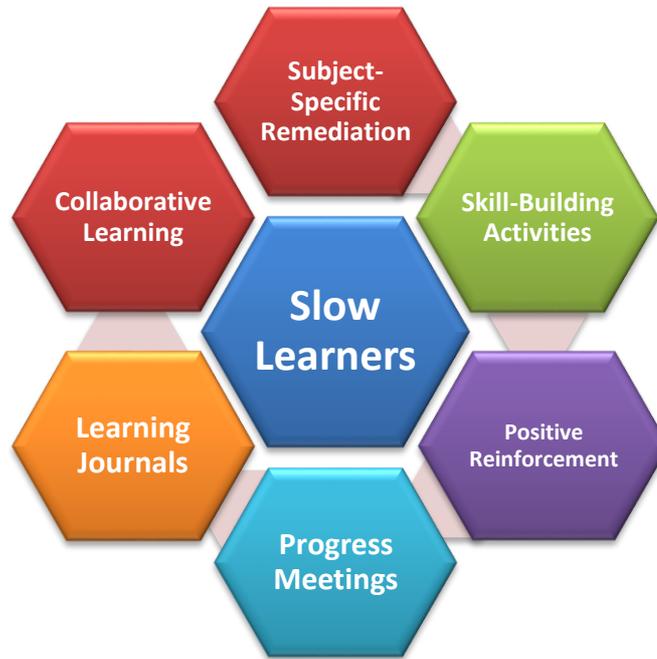
**c) Participation in Co-curricular & Extra-curricular activities:**

Mentor will track student participation in co-curricular activities, such as clubs, sports, or cultural events. If the student always take initiative to participate or exhibit high enthusiasm and engagement in these activities, Mentor can consider this student as an advanced learner.



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## 5. Activities for Slow Learners



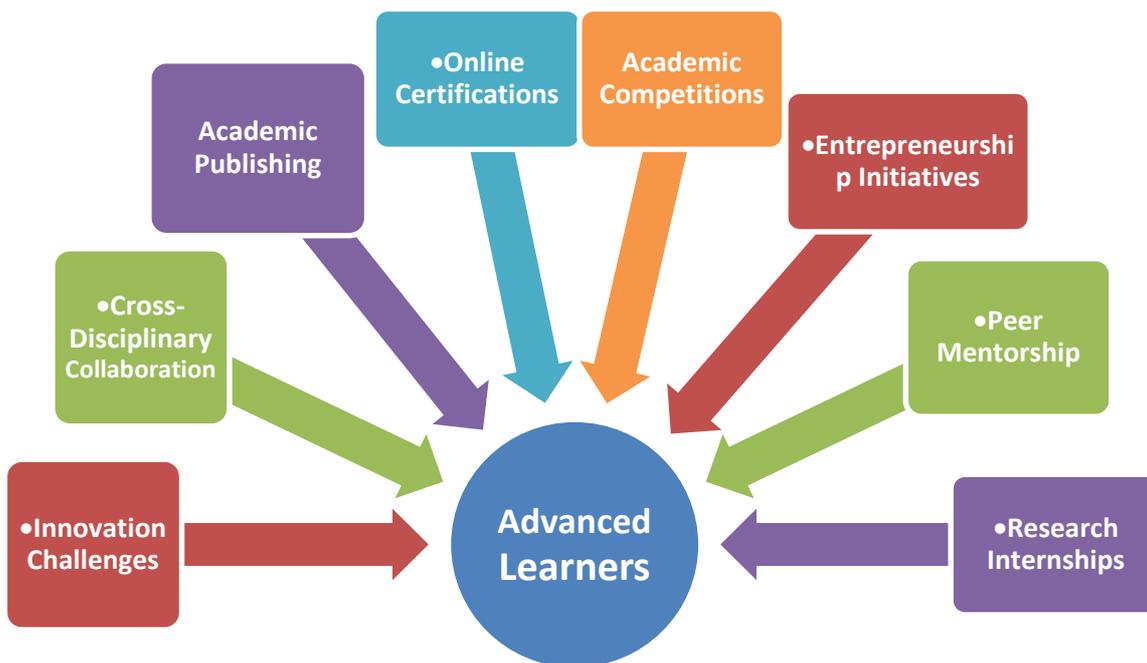
### Conduction of activities for Slow Learners:

- a) **Learning Journals:** Encourage students to maintain a learning journal where they can reflect on what they've learned, identify challenges, and set personal learning goals.
- b) **Collaborative Learning:** Encourage participation in small study groups where students can collaborate, discuss, and solve problems together, making learning more interactive and less intimidating. Personal attention by course faculty for providing special hints & problem-solving techniques.
- c) **Subject-Specific Remediation:** Organize remedial classes that focus on reinforcing foundational concepts in challenging subjects.
- d) **Skill-Building Activities:** Encourage participation in co-curricular activities that develop soft skills like communication, teamwork, and leadership, which can indirectly boost academic performance.
- e) **Positive Reinforcement:** Use positive reinforcement techniques, such as praise and rewards, to motivate slow learners and build their confidence.

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f) **Progress Meetings:** Hold periodic meetings with students to discuss their progress, address concerns, and set achievable goals.

## 6. Activities for Advanced Learners



### Conduction of activities for Advanced Learners:

- Innovation Challenges:** Involve students in innovation challenges, hackathons, or competitions that require creative problem-solving and application of advanced concepts.
- Cross-Disciplinary Collaboration:** Encourage participation in interdisciplinary projects that combine knowledge from different fields, fostering a holistic understanding and innovative thinking.
- Academic Publishing:** Guide students in writing and submitting research papers or review articles to academic journals, providing them with publication opportunities.
- Online Certifications:** Promote enrollment in advanced online courses or certifications from platforms like NPTEL/Coursera/edX, or LinkedIn Learning, focusing on cutting-edge topics relevant to their field.
- Academic Competitions:** Encourage participation in national and international academic



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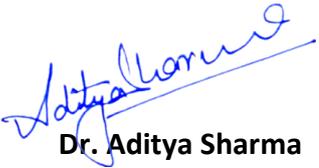
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competitions, such as Math Olympiads, programming contests, or case competitions.

- f) **Entrepreneurship Initiatives:** Encourage participation in entrepreneurship programs or incubators where students can develop business ideas, work on startups, or learn about venture creation and management. Nominate the advanced learner in College Committee.
- g) **Peer Mentorship:** Assign advanced learners as peer mentors or tutors for their peers, helping them develop leadership skills while reinforcing their own knowledge.
- h) **Research Internships:** Arrange internships in research labs, think tanks, or companies that align with the student's field of study, providing real-world experience and networking opportunities.

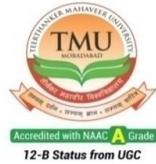
**7. Prepare the Performance Improvement Report**

- a) Each course faculty prepare report after final result declaration showing improvement in the performance of slow learners to close the loop.
- b) Class Mentor will prepare the overall performance report for both Slow & Advanced learners before end of the semester and submit the same to HoD/Principal/Dean as per **Annexure-1 & 2.**

  
**Dr. Aditya Sharma**  
(Registrar)

Enclosure(s):

Annexure 1 & 2



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**Annexure-1**

**Performance Report of Slow Learners**

College: .....

Program Name: .....

Year/Semester: .....

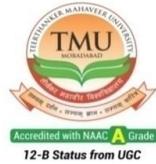
Mentor Name: .....

S. No.	Enrollment No.	Student Name	Attendance Record					Total No of Mentoring Sessions	Total No. of activities participated in various activities	Name of Courses having ≤50% marks in CT-1 (A)	Improvement in the mentioned courses in Column A in CT-2	No of extra/remedial classes taken	Improvement (Y/N)
			Month-1	Month-2	Month-3	Month-4	Month-5						

Signature of Mentor with name & date



Signature (HoD/Principal/Dean)



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**Annexure-2**

**Performance Report of Advanced Learners**

College: .....

Program Name: .....

Year/Semester: .....

Mentor Name: .....

S. No.	Enrollment No.	Student Name	No. of MOOC Courses completed	Nomination for College Committees	Participation in Co-curricular/Extra Curricular/ Extension Activities	Quality Projects detail	Participation in Seminars, Conferences, Publications	Participation in Hackathon/Exhibitions/ Tech Fest

Signature of Mentor with name & date

Signature (HoD/Principal/Dean)

