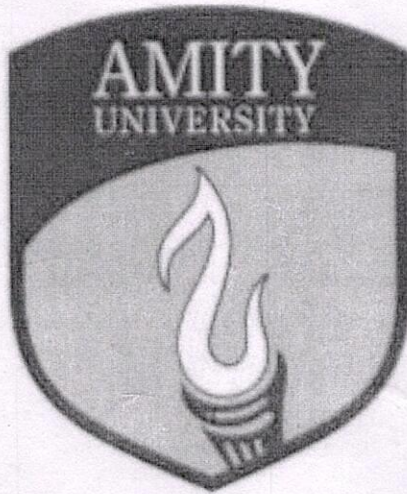


# AMITY UNIVERSITY MADHYA PRADESH



**Standard operating procedures (SOP) for  
Slow and advanced learners**

**(Total 8 pages)**



Ref: AUMP/RO/2024/SOP/10

Date: 13.01.2024

**Revised Standard operating procedures (SOP) for Slow and advanced learners**

**A. Concept**

The concept of slow and advanced learners acknowledges the diversity in learning abilities among students, acknowledging that individuals learn and apply information at different rates.

**(a) Advanced Learners**

- i. Advanced learners typically exhibit consistently high academic performance and excel in assessments, exams, or projects.
- ii. They possess strong analytical abilities, allowing them to break down complex problems into manageable parts and derive solutions effectively.
- iii. Advanced learners are flexible in their approach to learning and can adapt to various learning environments, exploring diverse topics with ease.

**(b) Slow Learners**

- i. Slow learners may process information at a slower rate, requiring additional time to understand and respond to tasks or instructions.
- ii. Lower academic performance is not necessarily due to a lack of talent but may be influenced by teaching methods, socioeconomic factors, motivation, support, or communication challenges.
- iii. Difficulty in sustaining attention and concentration on tasks or academic materials is common among slow learners.

**1. Policy for Slow & Advanced Learners**

- i. Identifying students who learn at a slower pace or excel quickly in the class.
- ii. Creating effective strategies and applying scientific methods to benefit both advanced and slow learners.

*Ashwini*

- iii. Building confidence in slow learners, minimizing obstacles, and aiding skill enhancement in their learning processes.
- iv. Motivating advanced learners to strive for excellence.
- v. Closing the gap between slow and advanced learners through targeted interventions.

### **1.1 Objectives for Slow Learners**

- i. **Skill Development at Individual Pace:** Provide support and resources to help them acquire fundamental academic skills at their own pace, focusing on areas where they struggle the most.
- ii. **Comprehension and Retention:** Foster strategies and techniques to improve comprehension and retention of information, ensuring they grasp concepts thoroughly.
- iii. **Building Self-Confidence:** Create a supportive environment that encourages slow learners to build confidence in their abilities and feel comfortable seeking help when needed.
- iv. **Addressing Learning Difficulties:** Identify and address specific learning difficulties or gaps in understanding through tailored interventions and individualized teaching methods through video lectures, case studies, activity-based teaching and learning, educational/industrial visits etc.
- v. **Individualized Instruction:** Provide individualized learning plans and specialized support to accommodate their learning pace and style, ensuring they receive adequate attention and assistance through the mentor-mentee system.
- vi. **Progress Monitoring and Celebrating Achievements:** Regularly monitoring their progress and celebrate their accomplishments to boost their confidence and self-esteem.
- vii. **Integration and Social Development:** Facilitate opportunities for integration into group activities, fostering social interaction and inclusion to enhance their overall development.

### **1.2 Objectives for Advanced Learners**

- i. **Challenge and Enrichment:** Offer advanced coursework, industrial training, projects, or specialized programs that challenge and stimulate the minds of



advanced learners, encouraging them to explore beyond the standard curriculum.

- ii. **Promote Depth of Understanding:** Encourage in-depth exploration and understanding of subjects, providing opportunities for research, critical thinking, and analytical skills development.
- iii. **Foster Innovation and Creativity:** Create an environment that fosters creative thinking, problem-solving, and innovation, allowing advanced learners to apply their knowledge in novel ways.
- iv. **Support for Individual Interests:** Encourage the pursuit of individual interests and passions through mentorship, specialized projects, or access to resources aligned with their fields of interest.
- v. **Encourage Leadership and Collaboration:** Promote leadership skills and collaboration among advanced learners, allowing them to take initiative and guide fellow students in academic pursuits.
- vi. **Continuous Growth and Exploration:** Provide opportunities for continuous growth and exploration in diverse fields, enabling advanced learners to broaden their horizons beyond the curriculum.
- vii. **Recognition and Acknowledgment:** Acknowledge their achievements, talents, and contributions through awards, research presentations, or opportunities for showcasing their work, fostering a sense of accomplishment and motivation.

## **2. Criteria for Selection of Slow and Advanced Learners**

### **2.1 Slow Learners**

- i. Analysis of Higher Secondary Certificate scores.
- ii. Lower grades or scores below 40% in Mid-Term\Class test\Practical Sessions compared to fellow students.
- iii. Struggles in acquiring and retaining basic academic skills (reading, writing, mathematics) and understanding the contents during classes.
- iv. Requires significantly more time and support to understand and complete tasks.
- v. Diagnosis of specific learning disabilities or challenges through formal assessments conducted through psychometric tests at the time of induction by psychologists or specialists.



### **2.1.1 Observational Indicators**

- i. Lack of engagement or participation in classroom activities despite efforts.
- ii. Frequent confusion or frustration during learning activities.

### **2.1.2 Teacher Observations**

- i. Feedback from teachers highlighting consistent difficulties in understanding concepts, following instructions, or completing assignments.

### **2.1.3 Progress Rate**

- i. Slow progress in comparison to advance learners/fellow student in acquiring new knowledge or skills over an extended period.

## **2.2 Advanced Learners**

- i. Consistently high grades or scores more than 70% in Mid-Term\Class test\Practical Sessions.
- ii. Quick comprehension of complex concepts and ability to apply knowledge in diverse contexts.
- iii. Demonstrates a strong curiosity and interest in exploring topics beyond the standard curriculum.
- iv. Shows advanced critical thinking skills by analysing, synthesizing, and evaluating information effectively.
- v. Recommendations from teachers or educational professionals highlighting exceptional abilities or talents in specific subjects or areas.
- vi. Participation and success in enrichment programs, advanced courses, or extracurricular activities related to their field of interest.

## **3 Strategies Implemented for Addressing the Needs of Slow and Advanced Learners**

### **3.1 For Slow Learners**

- i. Every 30 days subject teacher identifies the slow/advanced learner based on the above points and informs the class mentor.
- ii. The slow learners draw the benefits from mentor-mentee meetings wherein the respective mentors analyse their results, identify the subjects based on their performance in mid-semester marks /end semester examination, and



- c) **Mentor-Mentee System:** A mentor-mentee system is established to foster a healthy relationship between faculty members and students. Small groups with a faculty mentor (10-15 students) encourage discussions and open thinking about personal development.
- d) **Critical Thinking and Problem-Solving Activities:** Various activities are conducted to enhance critical thinking and problem-solving skills among slow learners, guiding them to approach challenges with a thoughtful mindset.
- e) **GSSC:** The university provides guided self-study courses to support slow learners through the subject-specific allocation of faculty through AMIZONE (Amity Intranet Zone) and Learning Management System (LMS).

### **3.2 For Advanced Learners**

Advanced learners are identified based on their marks and performance in the examination, classroom performance, regularity in submission of class work and assignments, punctuality and personal interactions.

Special guidance and mentoring are provided to students to perform and excel in their identified area of interest through the following activities:

- i. **Advanced Assignments:** These learners to be given specialized assignments or tasks that cater to their advanced understanding and capabilities.
- ii. **Competitive Examination Guidance:** Guidance and support provided to help advanced learners prepare for and excel in competitive examinations, contributing to better career planning and growth.
- iii. **Research Stimulation:** Opportunities for internships and hands-on training on projects beyond the regular curriculum will be provided, stimulating their research aptitude.
- iv. **Participation in Extra Curricular Activities:** Motivation to actively participate in group discussions, debates, elocution, and quizzes to enhance analytical and problem-solving abilities.
- v. **Special training:** Provided prior to campus placement drives for brushing up their soft skills, aptitude, and technical skills. Mock interviews and group discussion sessions are also organized to boost their confidence.



identify their weaknesses to guide them further to enable them to improve their results and grades.

#### **4 Based on student performance mentor/ HoD, plans the strategy**

- i) Accordingly, special classes, consultation hours\test\quiz\assignments are arranged for slow learners in different subjects to enable them to cope with the course. Guest Lectures are conducted for slow and advanced learners.
  - ii) Another benefit of the mentor-mentee system/meetings is that it recommends, through university authorities, to the slow learners who have back papers, the University provides the provision of remedial Guided Self-Study Courses (GSSC) in which extra time is given to them by scheduling separate sessions and additional assignments are given to them to strengthen their concepts leading to improvisation of results and grades of slow learners.
  - iii) For student improvement, the mentors facilitate slow learners, through the university authorities concerned, following initiatives for improvisation in their academic performance:
    1. **Assignments\Quiz\Unit Test**
    2. **Special Classes**
    3. **Additional Tutorial Class**
    4. **Guest Lectures**
    5. **Counselling Sessions for Confidence Building**
    6. **Motivational sessions by experts, interaction with achiever alumni, case studies on role models.**
- a) **Remedial Classes:** Regular sessions are conducted for identification of slow learners, focusing on problem-solving exercises, and providing additional study materials. These classes aim to clarify concepts, bridge knowledge gaps, and help students cope with their academic coursework.
- i. Emphasis on simplified yet standard lecture notes and course materials.
  - ii. Provision of supplementary learning materials like question banks and university question papers.
  - iii. Revision of topics and practical applications.
- b) **Workshops/Seminars/Guidance Programs:** To be organized to enhance communication skills and the art of reading and learning, providing additional support to slow learners.



## 5 Improvement Assessment

After the university announces the results for the current semester, every faculty member is expected to compile a report illustrating the enhancement in the academic performance of slow learners to complete the feedback loop. The necessary documentation to be maintained includes:


- i. Class test/unit test result reports
- ii. Schedule of slow learners
- iii. Schedule of advanced learners
- iv. Report showcasing the improvement in the performance of slow learners.
- v. Attendance records for sessions conducted for slow learners.
- vi. List of assignments given to advanced learners.

### **Annexures for record/documentation of slow and advanced learners**

1. List of slow and advanced learners
2. Counselling form
3. Remedial actions
4. Activities report
5. Evaluation
6. Compliance report

#### **Distribution:**

1. Pro Chancellor's Secretariat
2. O/o the Offg. Vice Chancellor
3. O/o the Pro Vice Chancellor (Research)
4. Dy Dean (Academics)
5. All HoIs
6. All HoDs (Teaching & Non-Teaching)
7. Office Records

  
(Rajesh Jain) 13/01/2024  
Registrar AUMP







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Name of Institute/Department:			
FAST LEARNER - Student List			
>70% Marks in Midterm/Quiz		Academic Year:	2021-2022
Program/ Sem :		Course Code :	
Batch / Sec :		Course Name :	
S.No	Enrollment no.	Name	Mid Term Marks
1			
2			
3			
4			

Faculty Sign

HOD Sign



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MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Name of Institute/Department:				
FAST LEARNER - Activities				
>70% Marks in Midterm/Quiz		Academic Year:		2021-2022
Program/ Sem :		Course Code :		
Batch / Sec :		Course Name :		
Sl. No.	Extra Activities Given to Students	Enrollment no. of Students	Date	Faculty Sign
1	#NAME?			
2				
3				
4				

HOD Sign



# AMITY UNIVERSITY

MADHYA PRADESH

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Name of Institute/Department:				
<b>FAST LEARNER - Compliance Report</b>				
>70% Marks in Midterm/Quiz		Academic Year:	2021-2022	
Program/ Sem :		Course Code :		
Batch / Sec :		Course Name :		
S.No	Enrollment no.	Name	Achievements	Proof Link
1				
2				
3				

Faculty Sign

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# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Name of Institute/Department:				
SLOW LEARNER - Student List				
<40% Marks in Midterm/Quiz		Academic Year:		2021-2022
Program/ Sem :		Course Code :		
Batch / Sec :		Course Name :		
S.No	Enrollment No.	Name	Mid Term Marks	Marks(%)
1				0
2				0
3				0
4				0
5				0
6				0
7				0
8				0
9				0

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HOD Sign



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Name of Institute/Department:

## SLOW LEARNER - Counselling Form

Program / Sem :		Academic Year:	2021-2022			
Batch / Sec :		Course Code :				
		Course Name :				
S.No	Enrollment No.	Name	Counselling Date	Grievances of Student	Suggestion by Faculty	Remarks
1						
2						
3						
4						

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Name of Institute/Department:

## SLOW LEARNER - Remedial Action

\*Topics should be discussed in the syllabus.(prerequisite topics may include)

		Academic Year:	2021-2022				
Program/ Sem :		Course Code :					
Batch / Sec :		Course Name :					
S.No	Enrollment No.	Name	Date	Time	Topic Discussed	Student Signature	Remarks
1							Notes provided
2							
3							
4							

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Name of Institute/Department:						
SLOW LEARNER - Evaluation Form						
			Academic Year:	2021-2022		
Program / Sem :			Course Code :			
Batch / Sec :			Course Name :			
S.No	Enrollment no.	Name	Marks			Marks (%)
			Quiz	Test	Assignment	
1						0
2						0
3						0
4						0
						0
						0
						0
						0
						0

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Note: Faculty is requested to keep the proof (as hard copy) of the student activities.

Question Papers :Quiz, Test, Assignment

Answer Copies: 3 Samples for each



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Name of Institute/Department:					
SLOW LEARNER - Compliance Report					
		Academic Year:	2021-2022		
Program/ Sem :		Course Code :			
Batch / Sec :		Course Name :			
S.No	Enrollment No.	Name	Mid Term Marks(%)	Evaluation Marks(%)	Improvement (%)
1					
2					
3					
4					

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