BIRLA INSTITUTE OF TECHNOLOGY MESRA RANCHI

STANDARD OPERATING PROCEDURE (SOP)

for

SLOW AND FAST LEARNERS

(Effective from: A.Y. 2024 – 25 [MONSOON 2024])

1. Purpose

To establish a comprehensive framework for identifying and addressing the needs of slow and fast learners at BIT Mesra, Ranchi, ensuring that all students receive the optimum support required for their academic growth and success.

2. Scope

This SOP applies to all academic departments, faculty members, teaching assistants, and administrative staff at BIT Mesra, Ranchi involved in curriculum planning and delivery.

3. Definitions

- **Slow Learners:** Students who require additional time, resources, and support to grasp and master academic concepts.
- **Fast Learners:** Students who quickly understand academic concepts and are ready to accept advanced challenges and enrichment opportunities.

4. Roles and Responsibilities

- **HOD/Director:** Identify slow and fast learners, develop improvement plans, and monitor progress.
- **Counsellors:** Provide emotional and psychological support.
- **Subject Teacher:** Implement differentiated instruction, monitor student progress, and provide necessary support.
- **Administrative Staff:** Ensure availability of resources, support professional development, and oversee the implementation of the SOP.
- **Students:** Actively participate in the support activities and communicate their needs.

5. Procedures

5.1 Identification of slow and fast learners

- Identification of learning abilities will be done through comprehensive evaluation to be taken by course teacher within one month of commencement of session along with his/her participation in classes. ***Slow learner and Fast learners would be identified for each course separately by the teacher.*** In the process of doing so, the teacher can gather information from previous academic records and faculty observations. **[Refer to Annexure I]**
- The teacher should conduct regular reviews of students' grades and performance.

- The teacher should identify students with grades below and above a predetermined *threshold* set by the institute.

Threshold:

For Fast Learner: Scored **75 %** marks and above in the respective course.

For Slow Learner: Scored less than **50 %** marks in the respective course.

5.2 Support Plans for Slow Learners

1. **Plans Charts**
   - Develop plan charts tailored to each slow learners needs, outlining specific goals, instructional strategies, and required resources. **[Refer to Annexure II]**
2. **Tutoring and Remedial Classes**:
   - Schedule regular tutoring sessions for subjects where the student is weak.
   - Offer remedial classes focusing on foundational skills. Separate register should be maintained for the conducted sessions.
3. **Differentiated Instruction**
   - Utilize diverse teaching methods to address different learning styles, such as visual, auditory, and kinaesthetic approaches.
   - Simplify complex topics into smaller, manageable parts and use scaffolding techniques.
4. **Small Group Instruction and Tutorials**
   - Organize additional small group sessions and tutorials focusing on challenging topics.
   - Encourage peer tutoring and collaborative learning exercises to foster a supportive learning environment.
5. **Additional Resources**
   - Provide access to supplementary educational materials, including digital resources, and interactive tools.
   - Provide previous year questions papers to increase their understanding of the subject.
   - Employ visual aids, practical examples, and hands-on activities to enhance comprehension.
6. **Counselling Services**:
   - Provide access to counsellors for emotional and psychological support. Relevant data is to be maintained by the Counsellor.
   - Conduct regular counselling sessions to address any personal issues affecting academic performance.

7. **Mentorship Programs**:
   - Pair weak students with mentors (teachers or senior students) for guidance and support.
   - Hold regular mentorship meetings to discuss progress and challenges. A diary needs to be maintained for this.
8.
9. **Study Groups and Peer Support**:
   - Encourage participation in study groups for collaborative learning. Separate register is to be maintained by the Department.
   - Facilitate peer tutoring and support networks.
10. **Regular Feedback and Encouragement**
    - Offer continuous and constructive feedback to help slow learners track their progress and identify areas for improvement.
    - Celebrate incremental achievements to boost motivation and self-confidence.

5.3 Enrichment for Fast Learners

1. **Advanced assignments should be assigned to advanced learners and separate file is to be maintained for all such initiatives taken as per Annexure III.**
2. **Motivate them to do Minor/In-depth Specialization/MOOC/Advanced courses/ Projects/ Industrial training and projects.**
3. **Participation in Seminars/conferences/professional Events.**
4. **Motivate them to do Case Studies/ Patent / Copyright/ Research Publications in good journals.**
5. **Differentiated Instruction**
   - Incorporate open-ended questions, critical thinking exercises, and problem-solving activities to challenge fast learners.
   - Allow for flexible grouping to enable interaction with peers of similar or higher capabilities.
6. **Extracurricular Opportunities**
   - Facilitate participation in academic competitions, research projects, clubs, and extracurricular activities.
   - Offer leadership roles in group projects and peer mentoring programs.

5.4 Monitoring and Evaluation

1. **Regular Progress Reviews**:
   - Schedule regular reviews of the student's progress with HOD/Director and subject teacher.
   - Adjust support plans as needed based on progress.
2. **Feedback Mechanism:(Feedback diary is to be maintained containing feedback and its analysis).**

- o Collect feedback from students, parents, and teachers on the effectiveness of the support measures.
- o Use feedback to improve and refine the support system.

5.5 Documentation and Reporting

1. **Record Keeping**:
   - o Concerned course teacher shall maintain comprehensive records of assessments, plan charts, and individual student progress.
   - o Document all interventions, resources utilized, and outcomes achieved.
   - o Maintain detailed records of all support activities, progress reports, and communications with parents.
   - o Ensure confidentiality and secure storage of student information.
2. **Reporting**:
   - o Provide regular reports to the concerned Head of the Department/Director, Dean (UGS) / Dean (PGS) and Director (IQAC) on the status and outcomes of the support system twice in a semester.
   - o Highlight success stories and areas needing improvement. This should be properly documented.

6. Resources

- **Human Resources**: Faculty Members, counsellors, and mentors.
- **Material Resources**: Study materials, online learning platforms, counselling facilities.

7. Review and Improvement

- Conduct semester wise reviews of the support system to assess its effectiveness. The review is to be done by the office of the Academic Programs of the institute.
- Make necessary adjustments based on the review findings to ensure continuous improvement.

8. Approval and Revision

- This SOP has been approved by the Advisory Committee for Academic Programme (ACAP) and is effective from Monsoon 2024.
- Revisions to the SOP will be made as needed and must be approved by the Academic Council.

This SOP is designed to provide a structured approach to addressing the diverse learning needs of students at BIT Mesra, Ranchi, ensuring that every student is supported and challenged appropriately.

Identification of Slow and Fast Learners

Course Code: **Course Name:**

Session: **Semester:**

Students		Marks in Quizzes/Mid Semester etc.	Previous Academic Records	Faculty Observations	Category (Slow/Fast Learner)	Remark
Name	Roll. No					

Date   Name and Signature of Concerned Teacher

Plan Chart for Slow Learners

Name of the Student		Roll. No.	
Observed weakness			
Specific goals to be addressed			
Plans to improve			
Resources required			

Date

Name and Signature of Concerned Teacher

Plan Chart for Fast Learners

Name of the Student		Roll. No.	
Observed strengths			
Plans for enhancement			
Resources required			

Date   Name and Signature of Concerned Teacher

Contact: For any queries or further information, please contact at:

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- ❖ Director (IQAC): **dir.iqac@bitmesra.ac.in**

Dean (UGS)

Dean (PGS)

Registrar