



Standard Operating Procedure for Identification and Support of Progressive and Proactive Learners Based on CIE Performance

1. General:

JCE has established itself as a premier institution under the umbrella of JGI group by providing quality teaching and learning to students. The college offers learner-centric teaching-learning, which reinforces co-curricular and extracurricular activities for learners from diverse backgrounds for their holistic development. The college recognizes that the learning interests and pace of every student. The college considers that some learners are Slow learners and Fast learners. In such a situation, it is crucial to recognize the learning levels of learners and plan accordingly to deliver learner-centric teaching-learning.

2. Introduction to Slow Learner and Fast Learner:

Proactive learners are the students who understand a taught topic better than the other students in the class and attain high scores. The potential and skills need to be utilised for the betterment of the student. Whereas the Progressive learners mostly lag behind in their academic pursuits and find it difficult to understand the course. The poor performance in the exam may not be a sign of poor capacity or talent. The academic results may have encountered problems due to teaching methods, socio-economic background, lack of motivation and support, unorganised learning practices or even the inability to converse in the devised medium of instructions. To provide a better learning exposure to both segments of learners, the concept of Proactive and Progressive learners is introduced.

3. Purpose

To systematically identify students requiring additional academic support (Progressive Learners) and students demonstrating high academic performance (Proactive Learners) based on Continuous Internal Evaluation (CIE) results, and to implement targeted interventions to enhance learning outcomes.

4. Objectives:

- i) To develop significant strategies and scientific implementations to benefit both the Proactive and Progressive learners
- ii) To boost the confidence of Progressive learners and to minimize the barriers and help them to excel as Proactive learners
- iii) To encourage the Proactive learners to be excellent achievers.
- iv) To involve modern pedagogical methods and ICT-enabled teaching-learning as a student-centric teaching-learning process
- v) To enhance the skills with respect to learning processes
- vi) To minimize the gap between slow learners and fast learners

5. Scope

This SOP applies to all undergraduate programs and is implemented after every *Continuous Internal Evaluation (CIE) test* conducted during the semester.



6. Classification Criteria

Students are categorized based on their performance in each CIE test.

Category	Marks Range	Description
Progressive Learners	$\leq 39\%$	Students requiring academic support and remedial intervention
Average Learners	40 – 69%	Students requiring reinforcement and guided practice
Proactive Learners	$\geq 70\%$	High-performing students, encouraged towards advanced learning

7. Identification Process

- i) After each CIE test, the course instructor evaluates the answer scripts within 5 working days.
- ii) The evaluated marks are entered into the **Institution ERP system**.
- iii) The **ERP system automatically segregates students** based on predefined performance bands:
 - a. Progressive Learners ($\leq 39\%$)
 - b. Average Learners (40–69%)
 - c. Proactive Learners ($\geq 70\%$)

8. The segregated report is accessible to:

- **Course Instructor**
- Class Teacher / Proctor
- Head of the Department

9. The course instructor performs CIE result analysis to identify:

- Difficult topics
- Question-wise performance
- Students requiring intervention.

10. Intervention Strategies

10.1 Progressive Learners ($\leq 39\%$)

Targeted remedial measures are implemented to improve conceptual understanding.

Academic Interventions

- **Remedial Classes** focusing on fundamental concepts.
- Re-teaching of difficult topics identified from CIE analysis.
- Additional assignments and practice problems.
- Simplified study material and summary notes.
- **Peer learning support** by pairing with proactive learners.
- **One-to-one mentoring** by the course instructor or class mentor.

Monitoring

- Attendance in remedial sessions is recorded.
- Improvement is monitored in subsequent CIE tests.

10.2 Average Learners (40–69%)

Support is provided to strengthen conceptual clarity and improve performance.

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Activities include:

- Tutorial sessions.
- Problem-solving discussions.
- Practice quizzes.
- Clarification sessions before the next CIE.

10.3 Proactive Learners ($\geq 70\%$)

Enrichment opportunities are provided to enhance higher-order learning.

Activities include:

- Advanced problem-solving exercises.
- Participation in technical competitions.
- Mini projects and case studies.
- Peer tutoring for progressive learners.
- Encouragement to participate in technical forums, professional bodies, and research activities.

11. Monitoring and Review

- i) Performance of students is reviewed after every CIE cycle.
- ii) The effectiveness of remedial interventions is evaluated based on:
 - Improvement in subsequent CIE scores.
 - Reduction in the number of progressive learners.
- iii) The Department Academic Coordinator / HoD reviews the progress periodically.

12. Expected Outcomes

- Improved academic performance of progressive learners.
- Reduction in failure rate in SEE.
- Enhanced academic engagement of students.
- Development of leadership and mentoring skills among proactive learners.



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