

# **KAKARVITTA MULTIPLE CAMPUS**

Mechinagar-6, Kakarvitta



**Remedial Instruction of Academically Weak and  
Disadvantaged Student**

# Standard Operating Procedure (SOP) for Identification, Support, and Remedial Instruction of Academically Weak and Disadvantaged Student

## 1. Title of the Policy

Standard Operating Procedure (SOP) for Identification, Support, and Remedial Instruction of Academically Weak and Disadvantaged Students.

## 2. Purpose

The purpose of this procedure is to ensure academic equity, inclusiveness, and quality learning by identifying academically weak and disadvantaged students and providing structured remedial support to enhance their academic performance and quality education.

## 3. Scope

This Procedure applies to all academic programs, departments, faculties, and enrolled students of the Kakarvitta Multiple Campus (KMC).

## 4. Definition

- I. **Academically Weak Students:** Students who demonstrate unsatisfactory academic performance as indicated by internal assessments, examinations, attendance, or continuous evaluation.
- II. **Disadvantaged Students:** Students who are facing economic, social, cultural, physical, or educational barriers that adversely affect learning outcomes.

## 5. Policy Statement

Kakarvitta Multiple Campus (KMC) is committed to inclusive education and continuous academic improvement. It adopts a systematic mechanism to identify academically weak and disadvantaged students and provides remedial teaching, mentoring, and counseling support to ensure equitable learning opportunities for all students.

## 6. Mechanism for Identification

### 6.1 Academic Performance Indicators

Students shall be identified based on:

- Internal assessment and terminal examination results
- Subject-wise failure or marginal pass results
- Poor attendance and classroom participation
- Faculty observation and recommendation

### 6.2 Socio-Economic and Other Indicators

- Information from admission records
- Teacher-student interaction and counseling
- Self-declaration or guardian feedback

## 7. Institutional Structure and Responsibility

Body/Authority	Responsibility
Subject Teacher	Identification, academic support, reporting
Mentor	Monitoring attendance and progress
Head of Department	Coordination and supervision
Academic Committee/IQAC	Planning, monitoring, and evaluation
Campus Administration	Resource allocation and policy support

## 8. Guideline for Conducting Remedial Classes

### 8.1 Planning and Scheduling

- Remedial classes shall be conducted after internal assessments
- Identification of need to assist the subjects.
- Priority shall be given to core and high-failure subjects
- Classes may be conducted before/after regular class hours or during vacations
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### 8.2 Teaching-Learning Methods

- Small group teaching and individualized attention
- Simplified content delivery and revision sessions
- Use of interactive, participatory, and learner-centered approaches
- Continuous practice through assignments and tests
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### 8.3 Learning Resources

- Simplified study materials and handouts
- Question banks and model answers
- Audio-visual and ICT-based learning tools.
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## 9. Monitoring and Evaluation

- Regular progress tracking of identified students
- Pre- and post-remedial assessment comparison
- Student feedback and teacher reports
- Submission of remedial teaching reports to IQAC/Academic Committee
- Final examination result analysis.

## 10. Counseling and Support Services

- Academic and motivational counseling
- Mentoring and career guidance
- Referral to financial aid or support services
- Career counselling

## 11. Expected Outcomes

- Improved academic performance and learning outcomes
- Enhanced student retention and success rates
- Reduction in dropout and failure rates

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- Strengthened inclusive and supportive academic environment

### 12. Review and Continuous Improvement

This procedure shall be reviewed periodically by the Academic Committee/IQAC to ensure effectiveness, relevance, and alignment with QAA/UGC standards and make it more effective for KMC.

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