



## **CBM Policy for Helping Weak Students**

### **Purpose**

This policy sets out CBM's formal system for identifying, supporting, and monitoring students who fall into the "weak" or "at risk" category. It combines academic advisement, structured counselling, and supplemental tutoring based on the mechanisms already defined under the Student Learning Progression Policy and the CBM Student Counselling Policy. The purpose is to ensure that students on probation, or those showing declining academic performance, receive timely, documented, and coordinated support that helps them regain satisfactory academic standing.

### **Identification of Weak Students**

A student shall be categorized as "weak" when flagged through any of the indicators defined in the Student Learning Progression Policy.

- Placement on academic probation due to low CGPA.
- Failure in formative or summative assessments under the Continuous Assessment System.
- Inadequate CLO or PLO attainment under OBE requirements.
- Lack of engagement with LMS activities, missed submissions, or irregular participation.
- Repeated academic warnings from faculty or batch counselors.
- Counselling referrals based on emotional, personal, or behavioral concerns affecting academic work.

Identification can originate from instructors, LMS reports, batch counselors, the Student Counselor, or through student self referral.

### **Academic Advisement and Remedial Support**

Once identified, the student will be guided through a formal advisement process:

#### **1. Instructor Advisement**

Faculty members meet with the student to review weak areas, missing assessments, CLO gaps, and course engagement patterns. Together, they outline a realistic improvement plan

aligned with course requirements and OBE mapping. Instructors may schedule consultation hours specifically for these students.

## **2. Remedial Sessions and Supplemental Tutorials**

Where required, CBM will arrange targeted remedial sessions focusing on conceptual gaps, revision of critical CLO components, and reinforcement of course content. Additional tutorials and practice exercises may be provided to help the student strengthen academic skills.

## **3. Supplemental Learning Materials**

Students may be given additional reading resources, Pre and post readings, practice questions, LMS-based learning modules, or recorded instructional support where available. All academic interventions will be documented using the relevant academic counselling or batch counsellor forms.

## **Counselling and Psychological Support**

If academic difficulty is linked to personal, emotional, or motivational issues, students will be referred to the institutional counselling system as outlined in the CBM Student Counselling Policy.

Counselling support includes:

- Individual meetings focusing on emotional challenges, stress, adjustment issues, or behavioural concerns.
- Placement with the Wellbeing Centre for psychological support if deeper issues are observed.
- Structured follow-ups by batch counselors to monitor changes in wellbeing and academic focus.
- Coordination with faculty, where appropriate, to ensure academic expectations remain manageable without compromising standards.

Severe cases are referred to clinical psychologists in line with the counselling policy's referral structure.

## **Roles and Responsibilities**

### **Faculty:**

Provide academic guidance, conduct remedial support, track assignment completion, and notify counsellors when a student is consistently underperforming.

### **Batch Counselors:**

Monitor wellbeing, conduct meetings, evaluate patterns of disengagement, maintain records, and ensure that students adhere to agreed improvement plans.

**Student Counselor:**

Review academic data, maintain categorized lists of at-risk students, schedule counselling sessions, and coordinate with Program Coordinators and HoDs.

**Program Coordinators and HoDs:**

Review cases escalated by faculty or counselors and recommend further intervention where needed, including course load adjustments (Minimum 4 courses).

**Monitoring and Follow-up**

Monitoring of weak students will be continuous throughout the semester using the following mechanisms:

- Assessment performance under the Continuous Assessment System.
- CLO and PLO attainment reports.
- LMS activity logs and engagement patterns.
- Attendance and class participation.
- Counselling interaction records/logs and progress notes.
- Mid-semester reviews are conducted jointly by faculty and batch counselors.

If a student on probation or at-risk status shows no measurable improvement by mid-semester, the case may be escalated to the Program Head for further action.

**Documentation Requirements**

All support activities for weak students must be formally documented using existing institutional forms, including:

- CBM Academic Counselling Form
- Batch Counsellor Intervention & Progress Form
- Student Self Referral Form
- Monitoring and Evaluation Forms

These records will be maintained confidentially and reviewed periodically by the Student Counselor and academic leadership to track outcomes and ensure compliance with QA and accreditation requirements.