POLICY & STANDARD OPERATING PROCEDURE FOR SLOW AND FAST LEARNERS

Document Number	:	IQAC - ACAD/120/42
Document Name		Policy & Standard Operating Procedure for Slow and Fast Learners
Policy Category	:	IQAC Policy
Version Number	:	1.0
Effective Date	:	01 October 2026
Applicable to	:	All students, faculty mentors, HoDs and concerned stakeholders of AMGOI
Prepared By	:	Dean, IQAC
Reviewed By	:	Dean, IQAC
Approved By	:	Director & Campus Director, AMGOI

1. Purpose

The purpose of this Policy is to develop a comprehensive methodology for identifying slow and fast learners at Ashokrao Mane Group of Institutions (AMGOI) and to implement corrective actions to improve their academic performance and overall development. This policy aims to employ a variety of tools and strategies, ranging from continuous assessment methods to counselling processes and participation in extracurricular activities, ensuring a holistic approach to student success irrespective of their initial academic standing.

2. Objectives

The objectives of this Policy are to:

1. Analyse historical academic records and continuous assessments to identify students with consistently low grades or specific subject weaknesses.
2. Conduct counselling sessions to identify psychological and emotional factors affecting student performance.
3. Evaluate students' participation in extracurricular activities to identify those with limited involvement.
4. Implement targeted corrective actions for slow learners, including remedial lectures, fast-track programs, mentoring, and collaborative learning.
5. Provide motivation and development opportunities for fast learners through advanced projects, add-on courses, competitive exam preparation, and technical competitions.

3. Scope

This Policy applies to all students, faculty members, Heads of Departments, and other concerned stakeholders involved in the academic and holistic development of students at AMGOI.

4. Policy Guidelines

.1 Identification of Slow Learners

The Institute shall utilize the following methods to identify slow learners:

- **Past Academic Performance:** Analyze historical academic records to identify students with consistently low grades, focusing on subject-specific weaknesses.
- **Continuous Assessment:** Monitor students' progress through first exams and identify students who consistently score below the desired benchmarks (less than 50%).
- **Counselling Process:** Conduct one-on-one counselling sessions to understand students' academic and personal challenges, identifying psychological and emotional factors affecting performance.
- **Participation in Various Activities:** Evaluate students' participation in extracurricular

activities, clubs, and societies to identify students with limited or no involvement.

4.2 Corrective Actions for Slow Learners

The Institute shall implement the following strategies to support slow learners:

- **Remedial Lectures:** Organize additional lectures to address specific academic weaknesses and provide targeted assistance in challenging subjects.
- **Fast Track Programs:** Design accelerated courses to help slow learners catch up with their peers, focusing on bridging knowledge gaps.
- **Mentoring and Monitoring:** Assign mentors for personalised guidance and monitor progress, offering support as needed.
- **Collaborative Learning:** Encourage peer-to-peer learning and group study sessions to foster a collaborative environment for knowledge sharing.

4.3 Motivation and Development of Fast Learners

The Institute shall implement the following strategies to challenge and stimulate fast learners:

- **Collaborative Learning:** Create opportunities for fast learners to work together on advanced projects, fostering a sense of intellectual community.
- **Add-On Courses:** Offer specialized courses to challenge fast learners and expand their knowledge beyond the regular curriculum.
- **Preparation for Competitive Exams:** Provide guidance, resources, preparatory classes, and mock exams for various competitive examinations.
- **Participation in Technical and Creative Competitions:** Encourage participation in technical and creative competitions, recognizing and rewarding their achievements.
- **Mini Projects:** Assign mini projects to apply knowledge in practical scenarios, encouraging innovative thinking and problem-solving skills.

5. Roles and Responsibilities

A. Director / Campus Director

- Provide overall support and direction for the effective implementation of the identification and corrective action methodology.

B. Dean IQAC

- Monitor the implementation of the policy as part of institutional quality assurance.
- Review related documentation and suggest improvements, wherever required.

C. Heads of Departments

- Ensure that departmental academic records and assessment data are analyzed to identify slow and fast learners.
- Facilitate the organization of remedial lectures, fast-track programs, and add-on courses.
- Monitor the implementation of corrective actions and mentoring activities within the department.

D. Faculty Members / Mentors

- Conduct continuous assessments and identify students falling below the 50% benchmark.
- Conduct one-on-one counselling sessions and evaluate participation in extracurricular activities.
- Deliver remedial lectures, design fast-track programs, and assign mini projects.
- Provide personalized guidance, monitor progress, and communicate with parents/guardians when necessary.
- Encourage participation in technical competitions and guide students on exam preparation.

E. Students

- Participate actively in assessments, counselling sessions, and assigned remedial or advanced programs.

- Engage in collaborative learning, group study sessions, and extracurricular activities.
- Seek guidance from mentors or faculty members when facing academic or personal challenges.

6. Review and Revision of Policy

This Policy shall be reviewed periodically by IQAC or earlier, if required, based on institutional needs, applicable regulatory requirements, and feedback from stakeholders. Any amendment shall be processed through IQAC and shall become effective only after approval by the Director and Campus Director.

7. Annexures / Supporting Documents

1. Academic performance and continuous assessment records.
2. Counselling session records and follow-up documentation.
3. Department-wise lists of identified slow and fast learners.
4. Records of remedial lectures, fast-track programs, and add-on courses conducted.
5. Any additional guidelines, formats, or reporting requirements issued by IQAC from time to time.

8. Standard Operating Procedure (SOP)

1. At the beginning of the academic term, faculty members shall analyze past academic performance and conduct continuous assessments to identify students scoring below the desired benchmarks.
2. Faculty mentors shall conduct one-on-one counselling sessions with identified slow learners to understand academic and personal challenges.
3. Faculty shall evaluate students' participation in extracurricular activities to identify those with limited involvement.
4. Departments shall organize remedial lectures and design fast-track programs to address specific academic weaknesses and bridge knowledge gaps.
5. Mentors shall be assigned to slow learners to monitor their progress, provide personalized guidance, and offer support as needed.
6. Faculty shall encourage collaborative learning through peer-to-peer study sessions for both slow and fast learners.
7. For fast learners, departments shall offer add-on courses, assign mini projects, and provide guidance and resources for competitive examinations.
8. Faculty shall encourage fast learners to participate in technical and creative competitions and recognize their achievements.
9. Faculty members shall maintain records of identified students, counselling sessions, corrective actions taken, and progress observed.
10. Where a concern requires parent/guardian involvement, the mentor/faculty shall communicate appropriately, keeping the student's welfare in view.
11. The Head of Department shall periodically review the progress of both slow and fast learners and ensure that appropriate actions are receiving attention.
12. At the end of each semester, faculty shall review the academic and developmental progress of the students and record follow-up requirements.
13. The department shall consolidate information regarding the identification and corrective actions and submit a report to the concerned authority or IQAC when requested.
14. IQAC and the institutional authorities may review the effectiveness of these strategies and recommend corrective actions or improvements for the next academic period.

Prof. A. B. Rabade **Dean, IQAC**	**Dr. Mrs. S. R. Chougule** **Director**	**Dr. P. B. Ghewari** **Campus Director**

Dr. Mrs. S. R. Chougule
DIRECTOR
Shri Balasaheb Mane Shikshan Prasarak Mandal's
Ashokrao Mane Group Of Institutions
Vathar Tarf Vadgaon, Tal. Hatkanangale
Dist. Kolhapur, Maharashtra - 416112

CAMPUS DIRECTOR
SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDAL'S
ASHOKRAO MANE GROUP OF INSTITUTIONS
Vathar Tarf Vadgaon, Tal. Hatkanangale, Dist. Kolhapur, M.S. 416112