Slow and Fast Learner Policy

1. Preamble

In alignment with the institutional commitment to Outcome-Based Education (OBE) and the principles of equity, inclusiveness, and learner-centric pedagogy, the policy for identification of slow and fast learners is established with a structured framework for identifying, supporting, and nurturing students with diverse learning abilities.

This policy recognizes the needs of Slow Learners, who require additional academic and motivational support, and Fast Learners, who benefit from challenging and advanced learning opportunities.

The policy aims to ensure that all learners progress effectively and achieve their full academic potential, thereby contributing to the Continuous Quality Improvement (CQI) of the institution.

2. Objectives of the Policy -

i. To identify slow and fast learners using systematic and measurable parameters.
ii. To design targeted interventions for improving learning outcomes of slow learners.
iii. To provide advanced enrichment opportunities for fast learners.
iv. To enhance CO/PO attainment through differentiated learning strategies.
v. To promote inclusiveness, equity, and continuous quality improvement (CQI).

3. Identification Process

3.1 Learners shall be identified as slow learner, in case of any two or more conditions are applicable to them:

- Internal Assessment (Class Assessment Examination) score < **30%**
- Attendance < **60%**
- Low performance noted by faculty mentor
- History of backlogs in the previous semesters

3.2 Learners shall be identified as fast learner, in case of any two or more conditions are applicable to them:

- Internal Assessment (Class Assessment Examination) score >= **70%**
- Attendance >= **85%**
- Good performance noted by faculty mentor
- No history of backlogs in the previous semesters

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4. Methodologies

4.1 Methodologies to support Slow Learners

Sr. No.	Methodologies	Descriptions	Responsibility
1.	Remedial Classes	Focus on fundamental concepts and repeated practice	Course Faculty
2.	Peer Learning	Support for top-performing students	Mentor faculty
3.	Counselling Sessions	Academic, motivational, and psychological guidance	Mentor/Counsellor

4.2 Methodologies to encourage for Fast (Bright) Learners

Sr. No.	Methodologies	Descriptions	Responsibility
1.	Shared Classrooms responsibility	• Encouraging Peer Learning • Student representation in departmental Forums • Assigning leadership roles in academic and co-curricular activities	Course Faculty, Class In charge
2.	Professional Development	• To Attend Conferences/ Workshops/ Trainings with financial assistance from the institute on case-to-case basis • Motivating students to appear for competitive examinations such as GATE, GRE, TOEFL, CAT, etc	Course Faculty, Class In charge, HOD
3.	Felicitations	• Rewards, medals, and mementos for outstanding performance in college-level academic and co-curricular events	HOD, Dean IQAC

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5. Monitoring and Evaluation:

i. Respective Course Faculty incharges shall be responsible for the monitoring the improvements in the learning trajectory of the slow as well as fast learners.

ii. Head of Department shall ensure the documentary evidences of the performance of the learners.

6. Expected Outcomes from the initiatives:

Following outcomes are expected from the Quality Initiatives:

i. Enhanced learning experiences catering to diverse learner groups.

ii. Improved academic performance and better student progression rates.

iii. Higher levels of Course Outcome (CO) and Program Outcome (PO) attainment.

iv. Increased student participation in research activities, projects, and competitive events.

v. Strengthened institutional academic quality and reputation.

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