



Amar Sewa Mandal's
KAMLA NEHRU MAHAVIDYALAYA,
NAGPUR

SOP FOR SLOW &
ADVANCE LEARNERS



AMAR SEWA MANDAL'S (Regd No. : M/220/78 NGP) F-2299 (N)

KAMLA NEHRU MAHAVIDYALAYA

(ARTS, COMMERCE, SCIENCE & MANAGEMENT)

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Certified by ISO 14001:2015
& ISO 9001:2015



DR. (Smt.) SUHASINI G. WANJARI President Adv. ABHIJIT G. WANJARRI Secretary DR. DILIP S. BADWAIK Principal

KNM / 2019 / 12

Date: 18/01/2019

Standard Operating Procedure for Identification of Slow and Advanced Learners and Remedial/Enrichment Measures

Institution: Kamla Nehru Mahavidyalaya, Nagpur

Effective From: 7 August 2019

Approved By: IQAC / Principal

1. Objective:

To ensure academic excellence by identifying slow and advanced learners at the beginning of each academic session and providing suitable remedial or enrichment interventions for their academic growth.

2. Scope:

This SOP applies to all undergraduate and postgraduate students across all departments of the college.

3. Procedure:

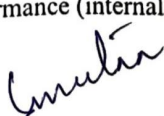
A. Identification of Learners:

1. Slow Learners are identified based on:

- Low scores in internal assessments/entry-level tests.
- Poor performance in previous semester exams.
- Faculty observation and class performance.
- Less participation in classroom discussions or assignments.
- Difficulty in grasping concepts or expressing understanding.

2. Advanced Learners are identified based on:

- High academic performance (internal/external exams).


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- Active participation in academic discussions and extracurricular activities.
- Quick grasping of new concepts and ability to apply them.
- Interest in research, innovation, or higher-order learning.

4. Remedial Measures for Slow Learners:

- Conduct bridge courses at the beginning of the semester.
- Organize remedial classes focusing on fundamental concepts and difficult topics.
- Provide simplified study materials or handouts.
- Mentorship and counselling support for academic and emotional well-being.
- Peer learning or buddy system with academically strong students.
- Use of ICT tools, videos, and visuals to support diverse learning styles.
- Conduct weekly doubt-clearing sessions.
- Frequent formative assessments with feedback.


5. Enrichment Measures for Advanced Learners:

- Assign mini-projects, case studies, or research tasks.
- Encourage participation in seminars, workshops, and paper presentations.
- Provide opportunities for internships, MOOC courses, or certificate programs.
- Form student clubs or innovation cells for peer-led learning.
- Guide students towards competitive exams, publications, and patents.
- Promote leadership roles in academic and extracurricular activities.

6. Monitoring and Evaluation:

- Regularly track academic progress through mid-semester tests and feedback.
- Maintain records of attendance, performance, and participation.
- Review the effectiveness of remedial/enrichment strategies during monthly departmental meetings.
- Prepare an analysis report of learner progress at the end of each semester.



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7. Documentation:

- Maintain a list of identified slow and advanced learners.
- Record of remedial classes/enrichment activities conducted.
- Feedback from students and mentors.
- Semester-wise report submitted to IQAC.


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POLICY DOCUMENT FOR MENTOR MENTEE SCHEME

The Mentor-Mentee system is an institutional initiative aimed at providing continuous support and guidance to students through a structured interaction with faculty members. The policy is formulated in alignment with the NAAC guidelines to enhance student development, academic progress, and personal well-being.

Objectives

1. To provide individual attention and academic guidance to students.
2. To monitor and support the academic, emotional, and psychological well-being of students.
3. To foster a supportive relationship between teachers and students.
4. To identify and resolve issues affecting students' academic performance and general conduct.
5. To guide students in career planning, internships, and co-curricular activities.

Structure of the Mentor-Mentee System

1. Each faculty member (Mentor) is assigned a group of 30-40 students (Mentees).
2. The allocation is done at the beginning of the academic year.
3. The same mentor may continue with the mentee group throughout the course duration, where feasible.

Roles and Responsibilities

Mentor:

1. Maintain a record of mentees' academic progress, attendance, and overall performance.
2. Conduct periodic meetings (at least once per semester) with mentees.
3. Provide academic counseling and personal support.

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4. Identify students with special needs and refer them to the concerned department (counseling, medical, etc.).
5. Encourage participation in co-curricular and extra-curricular activities.
6. Guide students in setting academic and career goals.

Mentee:

1. Maintain regular contact with the mentor.
2. Attend scheduled mentoring sessions.
3. Share academic and personal concerns honestly.
4. Take feedback constructively and act upon suggestions.
5. Maintain a mentoring diary/logbook, if applicable.

Monitoring and Evaluation

1. A mentoring report will be prepared and submitted to the IQAC at the end of each semester.
2. Feedback from students will be collected to assess the effectiveness of the mentoring system.
3. Periodic review meetings will be conducted to evaluate outcomes and make improvements.

Confidentiality

All interactions between the mentor and mentee shall remain confidential unless disclosure is required for the safety and well-being of the student or others.

Conclusion

The Mentor-Mentee policy aims to establish a nurturing and inclusive academic environment, fostering student growth and institutional excellence.



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