



NAGINDAS KHANDWALA COLLEGE
(Empowered Autonomous)

**Policy on Peer Group Learning Support and
Remedial / Additional Learning Support**

For MALAD KANDIVLI EDUCATION SOCIETY

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Hon. Secretary/ Hon. Treasurer

A handwritten signature in blue ink, appearing to read 'U. Satta'.

PRINCIPAL

**NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(AUTONOMOUS)**

MALAD (W), MUMBAI - 400 064.

Policy on Peer Group Learning Support and Remedial / Additional Learning Support

1. Scope

This policy applies to all undergraduate and postgraduate students of the institution across disciplines. It covers mechanisms for identifying advanced and slow learners and providing structured academic support through peer group learning, remedial instruction, and enrichment activities to enhance overall learning outcomes.

2. Objectives

The objectives of this policy are to:

- Identify learners based on their learning levels at an early stage.
- Provide additional academic support to slow learners to improve their performance.
- Encourage advanced learners to achieve academic excellence and holistic development.
- Promote peer group learning to foster collaborative and inclusive learning practices.
- Enhance student engagement, confidence, and academic success.

3. Methodology

The institution adopts a blended approach combining academic assessment, mentoring, and continuous evaluation to support diverse learner needs. Based on the learner categorization, targeted interventions such as remedial classes, peer tutoring, research exposure, and enrichment programs are implemented.

4. Role of the Student

- Actively participate in academic activities, assessments, and support programs.
- Attend remedial classes or enrichment activities as recommended.
- Engage in peer group learning and collaborative activities.
- Seek guidance from teachers and mentors when academic difficulties arise.
- Take responsibility for self-learning and continuous improvement.

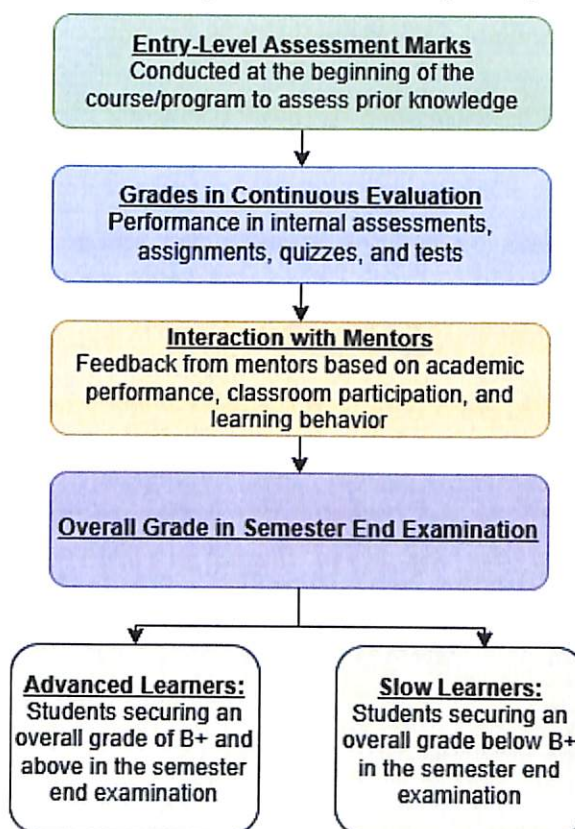
5. Role of the Teacher

- Conduct entry-level assessments and continuous evaluations.

- Identify learning levels of students using defined criteria.
- Provide remedial teaching and additional academic support where required.
- Mentor students and monitor their academic progress.
- Encourage advanced learners to participate in research, competitions, and academic events.

6. Methodology to Identify Advanced and Slow Learners:

Students are identified based on a systematic and transparent process that includes:



This classification is reviewed periodically to allow mobility between categories based on performance improvement.

7. Support for Advanced Learners

The institution shall undertake the following initiatives for advanced learners:

- Encourage and facilitate participation in intra-collegiate and inter-collegiate fests, competitions, and academic events.
- Promote involvement in research activities, projects, paper presentations, and conferences.

- Provide opportunities for leadership roles, peer tutoring, and mentoring of slow learners.
- Organize advanced training programs, workshops, and value-added courses.

8. Support for Slow Learners

The institution shall provide the following support mechanisms for slow learners:

- Remedial lectures to be conducted for each course, focusing on core concepts and difficult topics.
- Small group or individual attention through mentoring and doubt-clearing sessions.
- Conduct soft skill development programs to enhance communication, confidence, time management, and learning skills.
- Continuous monitoring of progress through periodic assessments and feedback.
- Motivation and counselling support to improve academic confidence and engagement.

9. Review and Monitoring

The policy shall be reviewed periodically by the academic committee to assess its effectiveness and make necessary improvements based on student performance and feedback.