



स्वामी राम हिमालयन विश्वविद्यालय
Swami Rama Himalayan University

Guidelines for Identification of and Intervention for Advanced Learner & Slow Performer

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Swami Rama Himalayan University
Swami Ram Nagar, Jolly Grant- 248 016, Dehradun, Uttarakhand

SWAMI RAMA HIMALAYAN UNIVERSITY

Guidelines for Identification of and Intervention for Advanced Learner & Slow Performer

1. Short Title and Commencement:

- 1.1 These Guidelines shall be called “Guidelines for Identification of and Intervention for Advanced Learner & Slow Performer”.
 - 1.2 It shall be deemed to have come into force on the date it is approved by the Board of Management of the Swami Rama Himalayan University.
2. **Aims & Objectives:** A classroom is generally known to have a healthy mix of gifted, average, below average students and slow pace learners. The pace of learning may vary from one student to another, which can enable to identify fast learner, medium pace learner or slow pace learner. However, a student may be a fast pace learner in a subject but may not excel in some other subject. The medium pace, slow pace and fast pace learners have to be managed and facilitated based on their requirements, but without any discrimination, in order to ensure desired learning outcomes and development of students.
 3. **Applicability:** These guidelines shall be applicable across all the programmes conducted by the University, with emphasis on learning abilities of the students.
 4. **Assessment of learners:** The pace of learning of a student cannot be judged immediately after his enrolment with the University. It is a time consuming process and has to be done objectively with great patience. Prior to commencement of classes, orientation programmes shall be organized so that transition of students in campus life is comfortable. Major thrust of the orientation programmes will be to familiarize the admitted students with the ethos of the University, rules & regulations, co-curricular & extra-curricular activities and expectations from the students.

Once the classes commence, the students can be assessed by qualitative methods which may include merit in the qualifying examination, competitive entrance examination and performance at the initial stage of the programme including co-curricular and extra-curricular activities, which can be an indicator of their achievement and for setting benchmark of the student. Thereafter, continuous assessment can be done throughout the duration of the programme, based on the benchmark decided for subsequent semester/year. The constituent colleges/schools can use the appropriate mechanism, depending on the programme, to assess the students for identification of their learning skills. However, the mechanism to be adopted should be such that the students are able to exhibit the strengths and challenges in identifying, understanding, evaluating, reflecting & predicting and concluding a concept. Subsequent change in the level of achievements of the students can be compared with the previous semester/year for making appropriate interventions.


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5. **Identification of learners:** There are students who learn in a short time and some take a longer time to learn. Based on the assessment as given at clause (4) above, advance learners and slow performers are identified:

- 5.1 Advance learners refers to the students who have faster learning abilities, achieve high scores on account of their intellectual and personality traits. Such students have intellectual curiosity, exceptional reasoning & analytical thinking abilities, passion for learning, capacity for reflection.
- 5.2 Slow performers refers to the students who are capable of learning but learns at a slow pace than average rate. The contributing factors for slow performers may be subnormal intelligence, socio cultural, family inadequacy, emotional, health, insecurity, absenteeism, language, lack of motivation, low self-esteem, lack of confidence and inappropriate teaching strategies. A student who fails in some subject cannot be termed as slow performer. He may not perform well in a subject but may excel in some other subject.
- 5.3 The identification of learners should not bear any prejudices. While identifying and managing the learners, extreme confidentiality is required at all levels.

6. **Intervention for learners:** The students should not be labelled which may likely create complexities in them. There cannot be any fixed common methodology for managing all advance learners / slow performers. Without any element of discrimination, the following strategies may be adopted as an intervention for management of learners:

6.1 **Advance Learners:**

- 6.1.1 They have to be guarded against overconfidence.
- 6.1.2 They may be given opportunities to harness their knowledge, skills and attitude.
- 6.1.3 They may be given more challenging assignments.
- 6.1.4 They may be motivated for research projects and inventions.
- 6.1.5 They may be engaged in supporting the average and slow pace learners.
- 6.1.6 Their strengths and energies may be channelized in right direction.

6.2 **Slow Performers:**

- 6.2.1 They should be treated with dignity, love and empathy.


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- 6.2.2 Challenge area of the students may vary and has to be addressed holistically.
 - 6.2.3 Instil confidence by encouragement.
 - 6.2.4 Imbibe the aims and objectives of the programme of study strongly in their mind.
 - 6.2.5 Encouraging students to participate in co-curricular and extra-curricular activities.
 - 6.2.6 Designing and planning of strategies for remedial instruction combined with positive reinforcement strategies.
 - 6.2.7 Engage them on various short tasks.
 - 6.2.8 The students be given an opportunity to demonstrate any specific skill which he may possess.
7. **Role of faculty and mentor:** The faculty members and mentors play an important role in designing the career graph and life of the students. Effective teaching techniques should be used to increase the learning process of students. Wherever required, support of the parents may be sought while ensuring that it does not interfere with the family harmony.
8. Faculty members shall maintain complete record and progress of the students covered under these guidelines and should submit quarterly report to Head of their respective college/school.
9. The University reserves the right to interpret, alter, amend, modify, cancel or withdraw any or all provision mentioned herein above in these guidelines without any notice.
10. Notwithstanding anything stated in these Guidelines, for any unforeseen issues arising, and not covered by these Guidelines, or in the event of differences of interpretation, the Vice-Chancellor may take a decision, after obtaining the opinion/advice of a Committee constituted by the Vice Chancellor. The decision of the Vice-Chancellor shall be final and binding.


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Standard Operating Procedure for

SLOW PERFORMER AND ADVANCED LEARNER

I Introduction

1. **Concept:** The concept of slow performer and advanced learner acknowledges the diversity in learning abilities among student, acknowledging that individuals learn and apply information at different rates.
2. **Scope of the document:** To identify slow performer & advanced learner and provide support to them.
3. **Use of SOP:** These SOPs are to be circulated by the Academic Unit Heads to all departments of the respective academic units for implementation of the procedure.
4. **In charge of implementation of SOP Document:** Deans/Heads of academic Units of SRHU.
5. **Working definition:**

The slow performer:

Slow performers are the students whose performance is lower as compared to peers, and require regular support & monitoring. Lower academic performance may not necessarily be due to lack of talent but may be influenced by teaching methods, socioeconomic factors, communication challenges, lack of motivation and support. They process information at slower rate requiring additional time to understand and respond to talk/instructions.

The advanced learner:

The students, who learn faster as compared to peers, are ahead on the learning curve and require cultivation of advanced skills, are called advanced learners. They typically exhibit consistently high academic performance and excel in assessments, exams & project.

II Standard Operating Procedure

1. Identification of learning ability of students:

Course based test/s to be conducted depending upon the program as follows:

- i. For 1-year programs, the sessional examination and day to day assessments to be taken into consideration
- ii. For programs of more than 1 year duration and having semester system, course based tests to be conducted within 6-8 weeks of joining the program/course (it can be the sessional exam)
- iii. A list of slow performer & advanced learners to be prepared based on score in the above test/s.

2. Criteria for selection of slow performer and advanced learner groups can be identified as under:

S. No.	Group	Score
i.	Slow performer	Less than 50 % in Sessional/Class Test
ii.	Average learner	Between 50% to 70% in Sessional/Class Test *
iii.	Advanced learner	Greater than 70% in Sessional/Class Test **

* For Medical UG/PG Programs 50% - 60% in sessional/class test.

** For Medical UG/PG Programs Greater than 60% in sessional/Class Test.



3. Observational indicators of slow performers

- i. Lack of engagement or participation in classroom activities despite efforts
- ii. Frequent confusion or frustration during learning activity
- iii. Feedback from teachers highlighting consistent difficulties in understanding concept, following instructions, or completing assignments
- iv. Slow progress in comparison to advanced learner/fellow student in acquiring new knowledge, or skills over an extended period

4. Regular re-assessment & monitoring of progress (outcome analysis) to be done based on the following broad areas:

i.	Attendance
ii.	Formative (Continuous) assessment: Written, Practical, Clinical/any other standard criterion
iii.	Sessional/ Internal Evaluation: Written, Practical, Clinical/any other standard criterion
iv.	University Examination
v.	Engagement in class/practical etc.
vi.	Teachers feedback

5. Periodicity of review & mode of feedback:

Periodicity of Review	Mode of Feedback
A. Every month for semester based programs B. Every three months for annual programs	A. Share individual feedback with students in the respective departments B. Share list of slow & advanced learners with respective Mentors. C. Interaction with students by respective mentor under mentorship program. D. E-mail to parents, whenever required. E. Interaction with parents, in exceptional cases.

III Strategies for addressing the needs of slow performer & advanced learner:

For Slow Performers

A combination of the following mechanisms to be used to develop the program structure:

- i. Encouragement, motivation & creation of a healthy and conducive environment for learning
- ii. Motivating for extra-curricular and co-curricular activities
- iii. Faculty mentoring of such students by mentors under the mentorship program and the analysis made by the respective mentors.
- iv. Peer assisted learning (assigning student mentors).
- v. Pairing them with brighter students in group activities.
- vi. Project Based learning/Activity Based learning/Problem based learning/Team tasks (projects in groups).
- vii. Remedial Classes.
- viii. Parent-teacher meeting (wherever required).

For Advanced Learners

A combination of the following mechanisms shall be used to develop the program structure:

- i. Assigning projects on advanced topics.
- ii. Discussions or seminars on the advanced topics
- iii. Leading Group activities/ Group assignments
- iv. Guiding & encouraging for research & development and publications in Journals/ presenting research papers in conferences/workshops.
- v. Promoting students to take part in Inter college / University/State level /National Level competitions.
- vi. Encouraging them to work with slow learners
- vii. Stimulating Research aptitude
- viii. Hands on training as projects beyond the regular curriculum.
- ix. Special training prior to campus placement drives for brushing their soft skills, aptitude, technical skills.
Mock interview & group discussion to boost confidence.

Assessment

Records & Documents reflecting student progress to be maintained & regularly updated by each department.

IV Actions Points for Implementation*:

Slow Performer

For student improvement, the faculty should facilitate slow performer; following Remedial plans for improvisation in their academic performance:

- i. Revision classes/doubt, clearing, session. (Timetable and attendance sheet to be documented)
- ii. Additional concept building assignments. (Question paper and sample evaluated task).
- iii. Solving of question bank. (Sample solutions).
- iv. MOOC's course (completion with or w/o certificate)
- v. Repetitive lab/field/workshop Practice Course/Learning Exercise. (Documentation)
- vi. Unit wise notes preparation and submission by the students. (Sample sheets)

Advanced Learners

For student improvement, the faculty should facilitate fast learners; following Motivational plans for improvisation in their academic performance:

- i. Advance classes. (Timetable and attendance sheet to be documented)
- ii. Additional advanced concept-based assignments. (Question paper and Sample evaluated task)
- iii. Solving of question bank. (Sample solution)
- iv. Additional MOOC's course. (Completion with or w/o certificate)
- v. Advanced lab/field/workshop practice course/ learning exercise (Documentation)
- vi. Motivate them for peer tutoring of slow learner. (Assignment sheets)

*All documents/files to be maintained for record & review.

V Proformas to be used for monitoring and assessment of Slow Performers and Advanced Learners.



A. Proforma for list of special Support programs

Special Support program Description

S. No.	Degree Program	Special Programs for slow performers	Special Programs for advanced learners
1.	MBBS	i. ii. iii.	i. ii. iii.
2.	MS (Ortho)	i. ii. iii.	i. ii. iii.
3.			

B. Proforma for monitoring of slow performers and advanced learners

College/ Academic Unit	Type of assessment	Periodicity of assessment	Mode of Feedback to students and Parents	Attainment level for slow performer	Attainment level for advanced learner

C. Record of Special programs- Slow performer

S. No.	Name of the Degree program	Name of the Special Support program	Date of Notification	Schedule of activity	Attended (No. of *students)
1	MBBS	Anatomy	Sept 25, 2021	i. ii. iii.	i. ii. iii.
	MBBS	Bio-Chemistry	Sept 25, 2021	i. ii. iii.	i. ii. iii.
2	MS	xxxxxxx	xxxx	i. ii. iii.	i. ii. iii.

*Separate attendance record of each student to be maintained.



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D. Record of Special programs- Advanced Learner

S. No.	Name of the Degree Program	Name of the Special Support Program	Date of Notification	Schedule of activity	Attended (No. of *students)
1	MBBS	Anatomy	Sept 25, 2021	i. ii. iii.	i. ii. iii.
	MBBS	Bio-Chemistry	Sept 25, 2021	i. ii. iii.	i. ii. iii.
2	MS	xxxxxxx	xxxx	i. ii. iii.	i. ii. iii.

E. Sample reporting sheet for individual support-program components for learners:

Name of the Academic Unit	
Title of Activity	
Date	
Venue	
Organised by	
Name/s of Activity Incharge	
Objectives of the activity	
Outcome of the activity	

F. Implementation Steps

S. No.	Details regarding slow & advanced learners	Page No.
1	Identification of learning ability of students: slow or advanced learners	
2	Circulars regarding special coaching for slow learners/ special activities for advanced learners	
3	Identified activity incharge & relevant students	
4	Timetable for the conduct of all above activities	
5	Sample photographs showing the conduct of special activities for slow/ advanced learners	

CONSOLIDATED RECORD TO BE MAINTAINED BY EACH ACADEMIC UNIT

