



स्वामी राम हिमालयन विश्वविद्यालय
Swami Rama Himalayan University

**GUIDELINES FOR IDENTIFICATION OF AND
INTERVENTION FOR ADVANCED LEARNER AND
SLOW PERFORMER**

Approved by the Board of Management in its 34th Meeting held on
29th March, 2022

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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