

POLICY FOR SLOW AND ADVANCED LEARNERS



Sai Tirupati University

Ambua Road, Village Umarda, Girwa, Udaipur - 313015 (Raj.)
www.saitirupatiuniversity.ac.in | info@saitirupatiuniversity.ac.in

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SAI TIRUPATI UNIVERSITY, UDAIPUR		POLICY FOR SLOW AND ADVANCED LEARNERS



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SAI TIRUPATI UNIVERSITY, UMARDA, UDAIPUR

1. Introduction

At Sai Tirupati University (STU), Umarda, we recognize that each student has a unique learning curve and intellectual potential. The diversity in students' learning pace necessitates a differentiated academic support system. This policy aims to identify and support slow learners who require additional academic reinforcement and to challenge advanced learners by providing opportunities for deeper engagement and enrichment. The policy ensures inclusive, student-centric learning practices across all disciplines.

2. Objectives

- To identify slow and advanced learners through a structured and transparent process.
- To provide additional academic, psychological, and motivational support to slow learners.
- To encourage advanced learners to excel further through higher-order learning opportunities.
- To ensure better academic outcomes, retention, and progression of all students.

3. Identification of Learner Categories

3.1 Evaluation Parameters

Students will be categorized based on multiple performance indicators, including:

S. No.	Parameter	Slow Learner Criteria	Average Learner	Advanced Learner Criteria
1.	Marks in Qualifying Examination	Less than 60%	60% to 75%	Above 75%
2.	SGPA/CGPA	Below 6.5	6.5 to 7.5	Above 7.5
3.	Internal Assessments/Unit Tests (50 M)	Less than 25 marks	25 to 35 marks	Above 35 marks
4.	Number of Backlogs	More than 2	Up to 2	0
5.	Diagnostic/Bridge Course Tests	Less than 25 marks (out of 50)	25 to 35	Above 35

4. Process of Categorization

- At the beginning of each academic session, students will be initially categorized based on their previous academic record (qualifying examination, entrance test, etc.).
- After the first internal assessments, students' performance will be re-evaluated for refined classification.
- Bridge tests or diagnostic assessments may be conducted, especially for first-year students, to identify academic readiness.



- Categorization will be done by the course faculty and reviewed by the Class Coordinator/Mentor and HoD.

5. Academic Support for Slow Learners

Faculty members and departments shall initiate the following intervention measures for slow learners:

Type of Support	Description
Remedial Classes	Scheduled extra sessions to revise core concepts
Bridge Courses	Offered especially in Health Sciences and Technical programs
Personalized Mentoring	Assigned academic mentors for 1-on-1 guidance
Peer Tutoring	Paired with high-performing students for collaborative learning
Customized Assignments	Simpler tasks and guided problem-solving worksheets
Language Support	English communication workshops for non-native speakers
Counseling and Motivation Sessions	Emotional and academic counselling by trained staff
Continuous Monitoring	Progress tracking through tests and assignments

6. Enrichment Support for Advanced Learners

Advanced learners will be provided with avenues for academic and professional growth through:

Type of Activity	Description
Advanced Assignments/Case Studies	Problem-based and interdisciplinary projects
Research Orientation	Introduction to literature review, clinical cases, lab work, etc.
Innovation and Capstone Projects	Assigned projects with faculty/industry mentorship
Peer Mentoring Role	Engage as tutors for slow learners or juniors
Audit/Open Elective Courses	Encouraged to take MOOCs and additional certifications (e.g., SWAYAM, NPTEL)
Workshops and Seminars	Participation in national/international level academic and professional events
Internships and Field Work	Early industry exposure and problem-solving assignments
Competitive Exam Prep	Guidance for NEET-PG, GPAT, UPSC, CAT, GATE, UGC-NET, etc.

7. Monitoring and Evaluation

- Faculty shall maintain individual student progress logs for slow and advanced learners.
- Departments shall compile semester-wise reports on intervention activities, attendance, and outcome trends.
- Evaluation will include analysis of:
 - Result improvement for slow learners.



- Research/output participation for advanced learners.
- Feedback from students and faculty.

8. Documentation and Reporting

Faculty members are required to maintain the following records:

8.1 Categorization Record Template

Enroll. No.	SGPA	Internal Marks	Backlogs	Category (Slow/Avg/Adv)	Remarks

8.2 Intervention Activity Log

Enroll. No.	Activity Type	Date	Resource Person	Feedback Summary	Improvement Seen (Y/N)

- Course files shall include these records.
- Consolidated reports must be submitted to IQAC at the end of each semester.

11. Conclusion

Sai Tirupati University remains committed to educational equity and academic excellence. By institutionalizing support for slow learners and advancing gifted learners toward research, innovation, and leadership, the university ensures that no learner is left behind and every student is positioned to succeed.

Approved by:

Teashant N...

Vice-Chancellor
Sai Tirupati University, Undara, Undara

