

Mansarovar Campus, Rani Avanti Bai Marg, Village- Hinotia Aalam,
Ward No. 84, Kolar Road, Bhopal (M.P) 462042
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2.2.1 Criteria to identify Slow & Advance learners and assessment methodology



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STANDARD OPERATING PROCEDURE FOR

ADVANCED AND SLOW LEARNERS IN ACADEMICS

"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice."

Brian Herbert.

MOTIVE & PURVIEW

Mansarovar Dental College, Hospital, and Research centre aims to provide the best of academic excellence for dental education and research through Innovative and cognition-based programs. Institute aims to nurture students with knowledge, skills & attitude to make them competent and sensitive to social responsibility.

All students are given equal opportunities in academic research and extension activities. Students with diverse backgrounds, bring unique experiences, strengths, and ideas to the classroom. The ability of the student to connect with peers and teachers from different background improves their critical thinking skills, and build empathy and confidence.

Mentor-mentee relationship is followed in our institution. The mentor, herewith called Class advisor has to maintain a Students' Record, to keep track of the records of the mentees. This is to help and to identify the slow learners as well as the advanced learners from each batch of each year and every course.

Library facility is available to all students and the learners of all categories are permitted to borrow the books from the library for effective preparation and to collect extra references for the content presentation in the Examination. Parents are invited in during the session to interact with concerned mentors and course handling faculty members to discuss the progress of their wards.

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Each type of student has different learning attitudes and learning habits. The objective of such assessment process of the learning levels of the students is

- To identify the factors affecting the student's performance.
- To analyze them with respect to the institutional framework.
- To provide a proper solution for improving their performance and building a successful career after thorough identification and analysis of the students.

The process of identifying slow and advanced learners is as shown in the table. All students of a particular batch are assessed on the following parameters:

S. No.	Criteria	Remark
1.	Internal Marks - Theory	Greater than 70% - Advance Learner Greater than 50% - Slow learner
2.	Internal Marks – Practical	
3.	Attendance	
4.	Seminar	
5.	Participation and paper presentation	

Based on the above-assessed parameters students are classified into groups:

- I. Slow Learners
- II. Advanced Learners are those students who are ahead on the learning dimensions for the betterment in their life.

To help them to cope up with the new learning environment, a number of measures are taken by the Institute for their betterment.

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ILLUSTRATIONS:

Advanced Learners:

An advanced learner is a student who scores about more than 60%, who learns at a rate that exceeds that of the peers in one or more content areas they may exhibit a higher level of critical thinking memory and comprehension. These students with additional support can take up higher learning and academic responsibilities.

Slow Learners:

Slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources and learning materials that are designed for the majority of students in the classroom. The slow learners are always the poor achievers and lag with the academic activities. They will find it difficult to understand the lessons and clinical skills. These students need additional support, instructions and regular monitoring flexible enough for learning to occur. Remedial classes are specially conducted for these students to uplift them to the next level.

INCLINATION PROGRAM

Every batch of undergraduate students admitted to the college undergoes an orientation program under the guidance of head of the institution regarding the course. Furthermore, all students are taken to different departments, and they are given instruction regarding the different specialties of dentistry. an ice-breaking session is being carried out making the session more interesting.

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ASSESSABLE CRITERIA FOR IDENTIFICATION OF THE ADVANCED AND SLOW LEARNERS

The students are assessed continuously based on their performance, through internal assessments, students' interaction with subject teachers and mentors. Measurable criterion would offer better clarity identification of slow advanced learners for the early and supportive intervention

Advanced Executants:

A student identified as advanced learner based following measures: Formative (Internal) assessment score (above 70%)

- High attendance (Above 90%)
- Exhibit higher level critical thinking memory and comprehension
- Internal Assessment Score
- Very Good Clinical Skills and Viva voce



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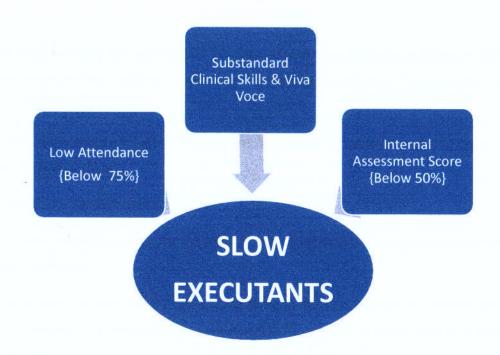
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Slow Executants:

A student is identified as a slow learner based on following measures:

- Internal assessment score (Below 60%)
- Substandard Clinical skills
- Poor performance in viva voce
- Low attendance (Below 75%)
- Internals assessment score (Below 50%)



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COUNSELLING FOR ADVANCED LEARNERS

Advanced learners are motivated to strive for higher goals.

- 1. They are encouraged to undertake additional academic and professional activities for better career opportunities.
- 2. Provide exposure to build clinical skills thereby helping them to learn advanced clinical procedure under the guidance of experienced clinicians.
- 3. Improve their presentation skills through seminars, talk shows and conferences.
- Motivating them to involve in research projects to inculcate research orientation and higher studies aspirations.

COUNSELLING FOR SLOW LEARNERS

The slow learners are not labeled as poor achievers or problem students in the class or department so their motivation and their interest are not affected. This can also make them more stressed.

- 1. The Department and individual teachers help the slow learners by giving proper guidance and support to them.
- 2. Organize remedial classes for them.
- Conduct remedial classes for the difficult subjects (based on the previous university results) in the curriculum.
- 4. Academic and personal counselling are given to the slow learners by the tutor and mentors and discussions are imparted wherever possible for a better understanding of concepts to the slow learners.
- 5. Encouraging the group learning activities and practical.

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METHODICAL STEPS TO FOLLOW FOR ADVANCED AND SLOW LEARNERS BY THE DEPARTMENTS

•Elicitation of students to the department and inclination of the course curriculum and objectives.

•Observation of the student's progress with regular teaching clinical skills and formal and informal interaction.

• Evaluation of the students through internal assessments exams.

•Identification of the advanced and slow learners through assessable criteria's.

•Student-Teacher Interaction.

• Assigned to the concerned mentor and required committees to follow the procedure and documentation.

•Act in accordance with guidance listed in the manual for the slow and advanced learners.

•Estimate the performance and update the records.

The process of giving additional inputs to the advanced learners and the slow learners make them better achievers. In the class, use of the fast learners to help the slow learners will help in increasing the overall speed in mastering the new concepts. They should not be labelled as the extraordinary or poor, but they need to be treated equally with supportive care. This is possible through the process of making the academics more encouraging and by supporting the slow learners to achieve more in their academics and personal life. The mentoring and facilitating efforts of the teachers will be a great investment in achieving the best result and performance of the students.

"Tell me and I forget. Show me and I remember. Involve me and I understand"